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ABSTRACT

This teacher orientation manual has been developed as a comprehensive resource for teachers in Texas to facilitate a greater knowledge and understanding of the Texas Teacher Appraisal System (TTAS), designed as a developmental tool for the improvement of instruction, and the encouragement of professional growth. Through this system, teachers evaluate themselves and are also evaluated by others, in five domains: (1) instructional strategies; (2) classroom management and organization; (3) presentation of subject matter; (4) learning environment; and (5) growth and responsibilities. Evaluation results will be used in decisions about the individual teacher's career ladder placement or maintenance decisions. The manual contains: (1) a recommended agenda for teacher orientation into the TTAS; (2) historical development of the TTAS; (3) assumptions underlying the TTAS; (4) an overview of the TTAS; (5) the state board of education policy about appraisal of certified personnel; (6) teacher self-appraisal form; (7) professional growth plan; (8) a conferencing guide for teachers; (9) formal observation post-conference chart; (10) an explanation of the term "exceptional quality"; (11) scoring procedures; (12) observation record/evaluation record form; (13) sample scoring form; (14) appraisal record form; (15) sample appraisal record; (16) guidelines for cumulative data; and (17) the TTAS instrument. A six-page bibliography and a glossary conclude the manual. (CB)

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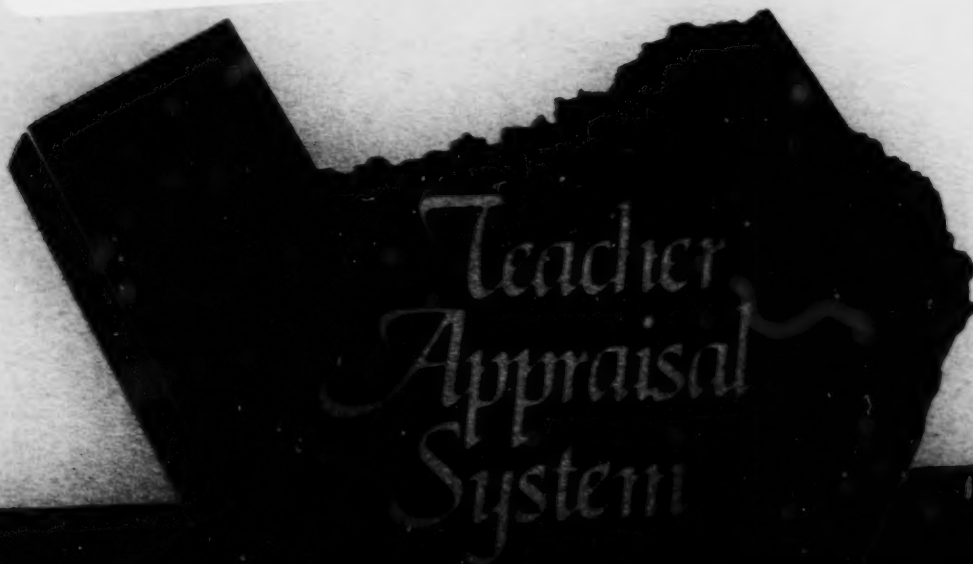
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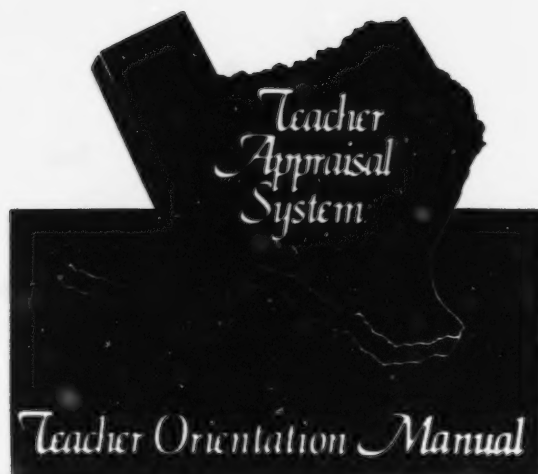


Teacher Orientation Manual

Texas Education Agency

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SP 028 020



1986-87

Prepared By
The

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FOREWORD

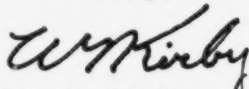
The 1986-87 school year will mark the advent of one of the most far-reaching programs of public school improvement in Texas -- the Texas Teacher Appraisal System (TTAS). The TTAS has been designed to serve as a developmental tool for the improvement of instruction and is comprehensive and generic enough to afford even the best teacher opportunities for improvement. Each teacher has been provided a "voice" in the district's efforts to focus on enhancing student performance through an individual goal-setting process that is an integral part of the Teacher Self-Appraisal.

The State Board of Education adopted the TTAS to be implemented during the 1986-87 school year. During the first year of implementation only, the first appraisal period will be formative and the second appraisal period will be summative for career ladder purposes. Operationally, this means that the score resulting from the first appraisal period observations will not be used in determining a teacher's overall performance score at the end of the year. While scoring results from the first appraisal period of the 1986-87 school year will not affect career ladder placement or maintenance decisions, it is the intent of the State Board rule that all other requirements of the TTAS be carried out during both appraisal periods.

This Teacher Orientation Manual has been developed as a comprehensive resource for the teachers of Texas in order to facilitate a greater knowledge and understanding of this new system. In view of the many excellent contributions made by teachers to the development of this new system during the past year and an expressed willingness on the part of professionals to work together, Texas is enroute to establishing one of the best statewide appraisal systems in the nation. While the system is not perfect, it will provide a good beginning if given a chance to work.

The State Board of Education and the Texas Education Agency are committed to improving the system over time as feedback is received from teachers and appraisers. Your constructive input regarding all aspects of this new system is invited!

Sincerely,



W. N. Kirby
Commissioner of Education

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TABLE OF CONTENTS

	Page
A Recommended Agenda for Teacher Orientation to the Texas Teacher Appraisal System (TTAS).....	1
Historical Development of the Texas Teacher Appraisal System (TTAS).....	3
Assumptions Underlying the Texas Teacher Appraisal System (TTAS).....	5
An Overview of the Texas Teacher Appraisal System (TTAS).....	7
State Board of Education Rule 19 TAC, Chapter 149, Subchapter C, <u>Appraisal of Certified Personnel</u>	10
Teacher Self-Appraisal Form.....	21
Professional Growth Plan.....	28
A Conferencing Guide for Teachers.....	29
Formal Observation-Post-Conference Chart.....	32
Exceptional Quality.....	33
Scoring Procedures.....	34
Observation Record/Evaluation Record Form.....	37
Sample Scoring Form.....	41
Appraisal Record Form.....	45
Sample Appraisal Record.....	46
Guidelines for Cumulative Data.....	47
<u>Texas Teacher Appraisal System Instrument</u>	48
Appendix.....	66
Glossary.....	90

A Recommended Agenda for Teacher Orientation to the
Texas Teacher Appraisal System (TTAS)

- . All teachers must receive orientation to TTAS prior to implementation of the system.
- . Each teacher must receive a copy of the TTAS Teacher Orientation Manual at the beginning of the orientation session or before.
- . At a minimum, districts should schedule a 3-4 hour overview session, led by the superintendent and staff, followed on another day by a 3-4 hour local campus session with the teachers' supervisors to discuss TTAS in detail.
- . Below is a suggested agenda:

Overview Session
(Led by superintendent)

Introduction

State Videotape

- . HB 72 Requirements
- . TTAS Development Process
- . TTAS Procedures
- . TTAS Instrument

Discussion of District Implementation of TTAS

- . SBOE Rule
- . District Policy/Procedures

Teacher Self-Appraisal

Professional Growth Plan

Cumulative Data

Exceptional Quality

Local Campus Session
(Led by local appraisers)

Review of TTAS Instrument (Videotape of Domains)

- . Domain I
- . Domain II
- . Domain III
- . Domain IV
- . Domain V

Scoring Procedures

- . Observation Record/Evaluation Record (OR/ER) Form
- . Appraisal Record (AR) Form
- . Score Conversion Chart

Discuss Observations

Historical Development of the Texas Teacher Appraisal System (TTAS)

Legislation requires the State Board of Education to adopt an appraisal process and criteria for the appraisal of teachers. The appraisals will provide information for improvement of instruction, career ladder assignments, and may be used for contract renewal decisions. The State Board of Education adopted a timeline for the development of the teacher appraisal system in January 1985.

Texas Education Agency staff conducted a review of literature for research on teaching (see Appendix) and surveyed other states where statewide appraisal systems are in place. In addition, 156 school districts in Texas were randomly selected and contacted regarding the teacher evaluation systems in use in those districts. From these sources, a draft of domains, criteria, and indicators to be considered for inclusion in the evaluation system was constructed. An advisory group (the Teacher Appraisal Advisory Committee) was established, and that committee advised staff regarding the development of the appraisal system.

A job-relatedness survey, which served as the basis of the content validation for the teacher appraisal system, was conducted. A sample of 30,000 teachers stratified by gender, race/ethnicity, teaching field, teaching assignment, and years of experience was drawn, and surveys were distributed to those individuals through the local district offices. Approximately 17,000 responses were received. Teachers were asked to respond to items in terms of their observability, importance, and frequency of use. These items form the basis of the teacher appraisal process.

The State Board of Education Committee on Personnel reviewed draft materials, directed revisions, and authorized expert review of the draft materials in September 1985. Experts were Dr. John Goodlad, Dr. Richard Manatt, Dr. Lester Solomon, and Brig. Gen. Billy Bowles.

The pilot study, which began in October, included six school districts: Slaton, Santa Rosa, Seguin, Grandfalls-Royalty, Port Arthur, and New Boston. Local appraisers in each district were trained to use the pilot instruments and procedures, and conducted teacher appraisals.

A public hearing was held by the State Board of Education on February 6 and 8, 1986, at which teachers, administrators, professional organizations, and school districts testified on various aspects of the appraisal system.

Revisions of the appraisal process, instrument, and training program were made as indicated by the pilot study and by public comment.

Assumptions Underlying the Texas Teacher Appraisal System (TTAS)

The Texas Teacher Appraisal System developed to implement House Bill 72 is intended to encourage professional growth for both teachers and administrators and to improve instruction in the classrooms of Texas. In designing the system, efforts were made to build a practical, usable system that can be applied fairly to teachers in all subjects and grade levels. The teacher appraisal system does not attempt to assess all aspects, duties, and responsibilities of teaching. In part, this is because the legislative requirements provide a more narrow focus and, in part, because the state of the art of teacher evaluation is not advanced to an operational level in some areas. Instead, the system has been based upon existing classroom-based research on teaching, craft knowledge and experience.

The appraisal process has also been designed to include principles of sound evaluation and to reflect the best current practices in the field of teacher evaluation.

The teacher appraisal process emphasizes the professional growth of teachers but, because the teacher appraisal system was designed as a part of the career ladder system for teachers established by the legislature, it also must serve the function of distinguishing among the performances of teachers across the state. In order to do so, the teacher appraisal process is designed to collect samples of valid information about teaching, in a manner which can support reliable decisions about teacher performance.

Certain assumptions which serve as the foundation for the statewide system are stated below. Some of these assumptions relate directly to the statutory requirements, while others arise from educational research and experience.

View of Teaching

An appraisal system is grounded in particular views of teaching which are reflected in the instruments and processes associated with that appraisal system. The Texas teacher appraisal system is based upon the assumption that teaching is an intentional act which has as its goal student growth. Teaching includes, but is not limited to, "planning, delivering, evaluating, and reporting of student learning of the essential elements" as

required by statute and regulation. Although classroom teaching is the primary focus of the performance appraisal, no single model of teaching is mandated by the statewide teacher appraisal system.

Generic Teaching Behavior

As required by legislation, all teachers will be appraised with the same criteria and in the same manner regardless of career ladder assignment. Although teaching varies across subject matter and grade level, some common teaching behaviors occur which can serve as areas of evaluation.

Quality of Performance

Many of the skills necessary to be a successful master teacher are not different in kind from those necessary to be a successful beginning teacher. The difference between these teachers will appear in the number of skills exhibited by the teachers at levels of quality which meet or exceed stated expectations. Most teachers will not exhibit all of the behaviors with a quality of performance which always exceeds expectations.

Professional Growth

The teacher appraisal process assumes that each teacher is capable of improving regardless of the level of expertise or years of experience.

Educational Goals

While student academic growth is the primary goal of the public school system in Texas, that goal is supplemented by other student development goals. As a consequence, appropriate classroom teaching behaviors may vary according to the learning goals and objectives of the lesson observed.

Accuracy of Appraisal

Appraisal of teaching performance requires classroom observation which, by its very nature, intervenes in the classroom. Therefore, the observers will be seeing the teacher exhibit what he or she can do, not necessarily what the teacher usually does when an appraiser is not in the classroom. More accurate appraisal will be gained by using multiple appraisers and multiple sources of information.

An Overview of the
Texas Teacher Appraisal System (TTAS)

Part A. Classroom Teaching Performance Domains

These domains will be evaluated by a minimum of two certified appraisers through formal classroom observation. If additional information related to the performance criteria has been documented and shared with the teacher, it may be included in the appraisal. Appraisers will be trained and certified through the state training program. The results of the appraisal will be used for career ladder assignment and may be used for contract renewal and staff development considerations.

Domains:

- I. Instructional Strategies
- II. Classroom Management and Organization
- III. Presentation of Subject Matter
- IV. Learning Environment

Part B. Growth and Responsibilities Domain

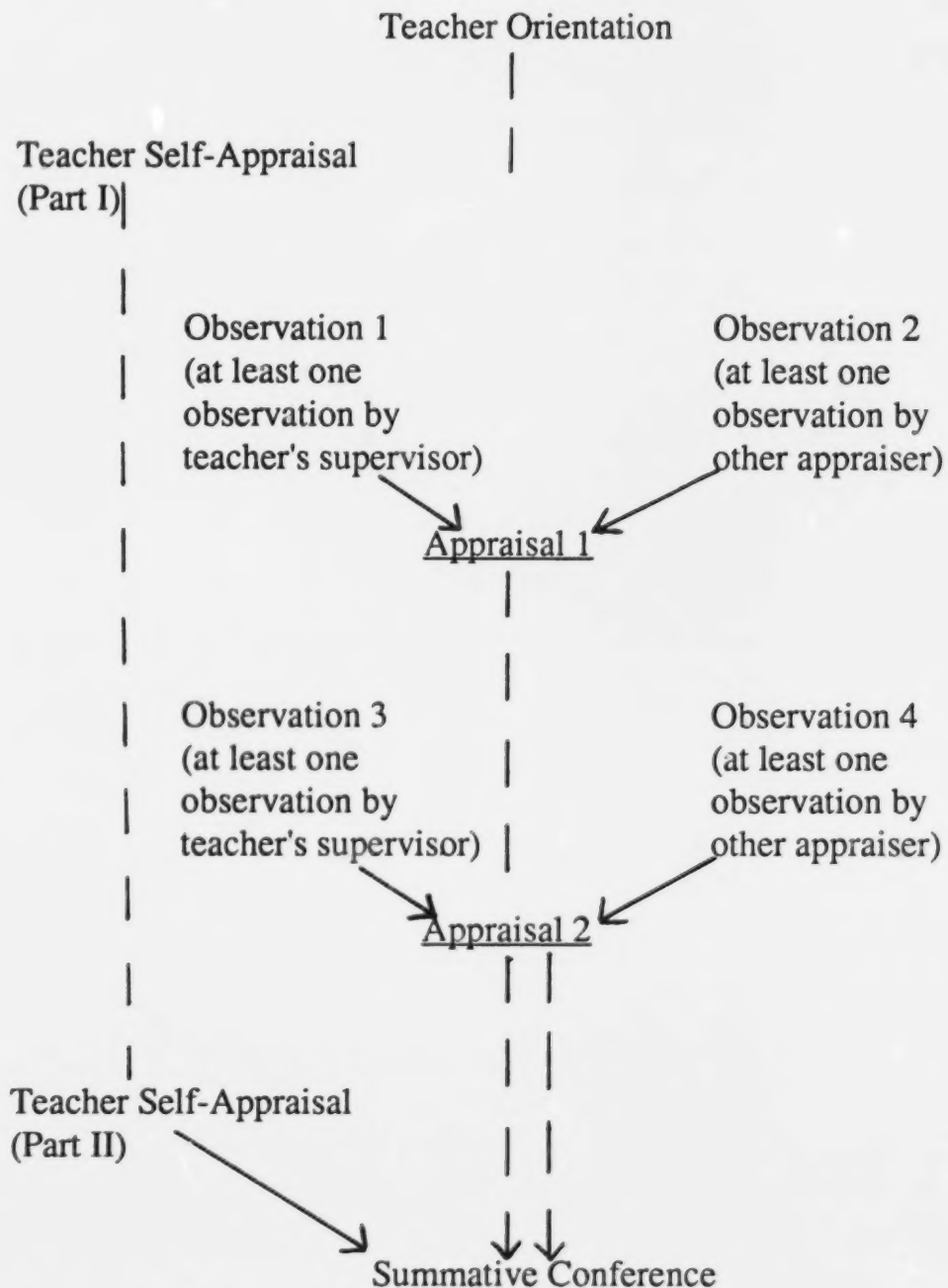
This domain will be evaluated by a minimum of two appraisers. Credit will be given for each indicator unless documentation on file supports the withholding of credit. Training will focus on due process procedures and documentation methods. The results will be used for career ladder assignment and may be used for contract renewal and staff development considerations.

- V. Growth and Responsibilities
-

Part C. Local Domains and Criteria

The local district may adopt additional domains and criteria; however, evaluation of these criteria will not impact career ladder decisions. The results may be used for contract renewal decisions and for staff development purposes. Training for these criteria will be the responsibility of the local district.

TEXAS TEACHER APPRAISAL SYSTEM



TEXAS TEACHER APPRAISAL SYSTEM

Teacher Orientation

Hold local inservice prior to
implementation of appraisal system

Teacher Self-Appraisal

Complete Part I prior to end of 2nd six weeks

Observation 1-Teacher's supervisor

Complete at least one formal observation
Complete Observation Record and provide
teacher with copy
Conduct conference if performance is less
than satisfactory in one or more domains

Observation 2-Other appraiser(s)

Conduct pre-observation discussion
Schedule and complete at least one
formal observation
Complete Evaluation Record and
provide teacher with copy
Conduct conference if performance is less
than satisfactory in one or more domains

Appraisal 1

Review any additional information from informal observations and/or other
documentation and complete Evaluation Record (Teacher's supervisor)
Review any additional documentation for Domain V and rescore if necessary
(Other appraiser)
Develop professional growth plan if performance is less than satisfactory in
one or more domains (at teacher's request if any domain score is satisfactory)
Conduct conference at teacher's or appraiser's request

Observation 3-Teacher's supervisor

Complete at least one formal observation
Complete Observation Record and provide
teacher with copy
Conduct conference if performance is less
than satisfactory in one or more domains
(may be combined with the summative
conference)

Observation 4-Other appraiser(s)

Complete at least one formal observation
Complete Evaluation Record and provide
teacher with copy
Conduct conference if performance is less
than satisfactory in one or more domains
(may be combined with the summative
conference)

Appraisal 2

Review any additional information from informal observations and/or other
documentation and complete Evaluation Record (Teacher's supervisor)
Review any additional documentation for Domain V and rescore if necessary
(Other appraiser)
Complete Appraisal Record

Teacher Self-Appraisal

Complete Part II prior to summative conference

Summative Conference

Review the completed teacher self-appraisal
Inform teacher of domain and overall summary performance scores
Review teacher's status related to requirements for maintenance and/or
advancement on the career ladder
Develop or modify a professional growth plan if performance is satisfactory
or less in one or more domains (Teacher's supervisor and teacher; other
appraiser as appropriate)
Make recommendations regarding needs for improvement in any domain(s)

S T A T E B O A R D
O F
E D U C A T I O N
R U L E

Subchapter C. Appraisal of Certified Personnel

§149.41 General Provisions.

Statutory Citation

Texas Education Code, §13.302:

- "(a) The State Board of Education shall adopt an appraisal process and criteria on which to appraise the performance of teachers for career ladder level assignment purposes. The criteria must be based on observable, job-related behavior, including teachers' implementation of discipline management procedures.
- "(b) The board shall solicit and consider the advice of teachers in developing the appraisal process and performance criteria.
- "(c) In developing the appraisal process, the board shall provide for using not fewer than two appraisers for each appraisal. One appraiser must be the teacher's supervisor and one must be a person as approved by the board of trustees. An appraiser who is a classroom teacher may not appraise the performance of a teacher who teaches at the same school campus at which the appraiser teaches, unless it is impractical because of the number of campuses. The board also shall provide for a uniform training program and uniform certification standards for appraisers to be used throughout the state. The board shall include teacher self-appraisal in the process.
- "(d) The State Board of Education shall develop or adopt and validate an assessment instrument which may be administered to administrative and teaching personnel for the purpose of evaluating the performance of those personnel in the jobs for which they were hired. The assessment process may:
- (1) be administered by or under the supervision of the Central Education Agency on a statewide basis;
 - (2) provide opportunities for preparation and remediation;
 - (3) provide reasonable opportunities for individuals to attain an acceptable score set by the board;
 - (4) include provision for substitution of the results of alternative assessment instruments approved by the board;

- (5) be an integral part of the appraisal process and shall not be considered as a substitute for any evaluation by observation as may otherwise be required; and
 - (6) be administered by local districts.
- "(e) It is the intent of Subsection (d) of this section that the assessment instrument described therein be used to assess specific skills primarily for the purpose of remediation and improvement.
- "(f) Appraisal for teachers and administrators must be detailed by category of professional skill and characteristic and must provide for separate ratings per category. The appraisal process shall guarantee a conference between teacher and appraisers, or between administrator and appraisers, and the conference shall be diagnostic and prescriptive with regard to remediation as needed in overall summary of performance by category and identify the required performance for advancement to the next level."

Texas Education Code, §13.303:

- "(a) Each school district shall use the appraisal process and performance criteria developed by the board in appraising teachers for career ladder level assignment purposes.
- "(b) The school district shall determine the number of appraisers used if the number is to exceed the minimum required.
- "(c) Appraisal shall be done not fewer than two times during each school year. The performance of a teacher who, because of unusual circumstances, is appraised only once in a particular year shall be evaluated for career ladder purposes on the basis of a single appraisal."

Texas Education Code, §13.304:

"In appraisals of teacher performance for career ladder level assignment purposes, performance shall be evaluated in the same manner and under the same criteria regardless of level. Performance shall be evaluated as:

- (1) unsatisfactory (if the teacher's performance is clearly not acceptable in some major area);

- (2) below expectations (if the teacher's performance needs improvement in some major areas);
- (3) satisfactory (if the teacher's performance meets expectations);
- (4) exceeding expectations (if the teacher's performance excels in some major areas);
- (5) clearly outstanding."

Texas Education Code, §13.318:

"A teacher who directs extracurricular activities in addition to performing classroom teaching duties shall be appraised only on the basis of classroom teaching performance and not on performance in connection with the extracurricular activities."

Rule

- (a) Each teacher and administrator shall be appraised annually in the performance of his or her duties. This requirement shall apply to all certified personnel, as classified in the Texas Education Code, §16.056, Texas Public Education Compensation Plan, including the nondegreed teacher.
- (b) The results of the appraisal of teachers shall be used for career ladder purposes, and may be used for contract renewal and staff development considerations.
- (c) For professional personnel exempted from the career ladder under §149.71(b)(7) of this title (relating to Assignment to the Teacher Career Ladder), with the exception of nondegreed teachers, at least one evaluation conducted by one appraiser is required using the evaluation instrument(s) adopted by the local board of trustees.
 - (1) Beginning with the 1986-1987 school year, or until the State Board of Education adopts an appraisal process for administrators, the evaluation instrument(s) adopted by the local board of trustees for the appraisal of administrators must address the provisions of the Texas Education Code, §13.302(f) as they relate to the appraisal of administrators.
 - (2) Each appraiser shall be trained in the appropriate use of the instrument(s).

- (d) Beginning with the 1986-1987 school year, each school district shall appraise teachers using the state appraisal process and performance criteria developed and approved by the State Board of Education. For the 1986-87 school year only, appraisal period one (fall) shall be considered formative and appraisal period two (spring) shall be considered summative.
- (e) As an exception to Subsection (d) of this section, districts approved by the State Board of Education to conduct research projects for the state may be exempted from certain provisions of the state appraisal system beginning with the 1986-87 school year. Approved research projects will address the use of student progress, a different approach to the identification of quality aspects of teacher performance, alternate procedures for scoring at the criterion level, or other issues of merit.

§149.42 Teacher Performance Criteria.

In the appraisal of teacher performance for career ladder assignments, performance shall be appraised with the following performance criteria subsumed under major areas henceforth called domains:

- (1) Domain I. Instructional Strategies.
 - (A) Criterion 1. Provides opportunities for students to participate actively and successfully.
 - (B) Criterion 2. Evaluates and provides feedback on student progress during instruction.
- (2) Domain II. Classroom Management and Organization.
 - (A) Criterion 3. Organizes materials and students.
 - (B) Criterion 4. Maximizes amount of time available for instruction.
 - (C) Criterion 5. Manages student behavior.
- (3) Domain III. Presentation of Subject Matter.
 - (A) Criterion 6. Teaches for cognitive, affective, and/or psychomotor learning and transfer.
 - (B) Criterion 7. Presents information accurately and clearly.

- (C) Criterion 8. Uses acceptable communication skills.
- (4) Domain IV. Learning Environment.
 - (A) Criterion 9. Uses strategies to motivate students for learning.
 - (B) Criterion 10. Maintains supportive environment.
- (5) Domain V. Growth and Responsibilities.
 - (A) Criterion 11. Plans for and engages in professional development.
 - (B) Criterion 12. Interacts and communicates effectively with parents.
 - (C) Criterion 13. Complies with policies, operating procedures, and requirements.
 - (D) Criterion 14. Promotes and evaluates student growth.

§149.43 Teacher Appraisal Procedures.

- (a) Appraiser qualifications.
 - (1) The state appraisal process requires at least two local appraisers for each appraisal.
 - (2) One appraiser must be the teacher's supervisor and, except for those serving as part-time principals or in other extraordinary circumstances approved by the commissioner or designee, must hold administrator or supervisor certification.
 - (3) Appraisers other than the teacher's supervisor must be approved by the local board of trustees, have a valid teaching certificate, and have at least two years of pre-kindergarten, kindergarten, elementary or secondary classroom teaching experience.
 - (4) Classroom teachers may not appraise teachers on the same campus unless there is only one school campus in the district. Teachers serving as appraisers must have an assignment on the career ladder at least as high as the teacher being appraised.

- (5) All appraisers must be certified by the state as having proficiency in the use of the state appraisal system before conducting appraisals. The State Board of Education will provide a training program for all appraisers and establish the required minimum performance standards for state appraiser certification and periodic recertification.
- (b) Teacher orientation. Each district will provide all teachers with an orientation to the state teacher appraisal system prior to initial implementation and in subsequent years for all teachers new to the district or as otherwise directed by the State Board of Education. As early as possible, but no later than the beginning of the orientation, each teacher must receive a copy of the state teacher appraisal orientation manual.
- (c) Observations, appraisals, and conferences.
 - (1) At least four formal observations, each a minimum of 45 consecutive minutes in length, are required each year for each teacher. A minimum of two formal observations, one by each appraiser, comprise one appraisal.
 - (2) All appraisals must be conducted during the required days of instruction for students. Excluding the first two weeks of instruction, each local district shall establish a calendar for the first appraisal period and for the second appraisal period. Formal observations shall not be conducted on the last instructional day before the Christmas holiday.
 - (3) For formal observations, teachers shall be observed teaching classes in field(s) and teaching assignments for which they are certified whenever possible.
 - (4) During the first appraisal period, the first formal observation by an appraiser other than the teacher's supervisor must be scheduled. Prior to the scheduled observation, that appraiser must have an informal pre-observation discussion with the teacher. All other observations may be scheduled or unscheduled by district policy applied uniformly for all teachers.
 - (5) At the beginning of the year, the consecutive requirement for minutes on unscheduled formal

observations may be waived by mutual consent at the request of the teacher or appraiser. Under such waiver, each unscheduled formal observation may be comprised of two to three instructional segments of not less than 15 minutes each. Such waiver should be considered only when the nature of the teaching assignment requires shorter instructional segments.

- (6) Appraisers may not conduct formal observations simultaneously.
- (7) For each formal observation all appraisers must complete a written record. The written record is not to be completed during the observation. A copy of the written record shall be given to the teacher within seven working days of the formal observation. If there are extenuating circumstances, the seven working day requirement may be extended to a maximum of 15 working days.
- (8) During an appraisal period, the teacher's supervisor may continually evaluate and document performance specifically related to the performance indicators subsumed under the criteria in §149.42 of this title (relating to Teacher Performance Criteria). If such documentation would influence the teacher's appraisal, such documentation must be shared in writing with the teacher within seven working days of the occurrence or, in unusual circumstances, the teacher supervisor's knowledge of the occurrence. Such additional documentation shall be combined with, but shall not replace, the formal observation to determine credit for the indicators.
- (9) Following each formal observation, an appraiser must conduct a post-observation conference with the teacher if the performance is judged less than satisfactory in one or more domains. Appraisers are encouraged to conduct post-conferences after all formal observations. Required post-conferences must be held within ten working days of the formal observation. If there are extenuating circumstances, the ten working day requirement may be extended to a maximum of 15 working days. At the conclusion of the first appraisal period, a conference will be held at the request of either the teacher or the appraiser.

(d) Teacher response and appeals.

- (1) A teacher may submit a written response regarding the appraiser's written record within ten working days of receipt of that record. If there are extenuating circumstances, the ten working day requirement may be extended to a maximum of 15 working days. Such written response shall become part of the appraisal record.
- (2) Each local district shall adopt a written policy establishing a procedure for a teacher to present grievances regarding the evaluation process. The commissioner of education shall not substitute his judgment for that of the local district unless the district's decision was arbitrary and capricious or made in bad faith.

(e) Professional growth plan.

- (1) For any domain judged less than satisfactory at the end of an appraisal period, a professional growth plan must be developed or modified.
- (2) For any domain judged satisfactory at the end of the first appraisal period, a professional growth plan must be developed or modified at the request of the teacher. For any domain judged satisfactory at the end of the second appraisal period, a professional growth plan must be developed or modified.
- (3) The teacher's supervisor, in cooperation with the teacher, will develop the growth plan. Other appraisers, as appropriate, may participate in this process. Fullfillment of the provisions of a professional growth plan does not, in and of itself, serve as a guarantee of career ladder advancement.

(f) Teacher self-appraisal.

- (1) No later than the end of the second six weeks, each teacher will complete the first part of the teacher self-appraisal questionnaire and file a copy with the teacher's supervisor. Significant changes in assignment or class composition may result in the need to update the first part of the teacher's self-appraisal.
- (2) During the week preceding the summative conference, the teacher will complete the second

part of the self-appraisal. A copy of the completed self-appraisal will be attached to the appraisal record at the summative conference.

(g) Summative appraisal.

- (1) Each teacher must receive a summative conference after the second appraisal period is completed. In this conference the teacher's supervisor will review the completed self-appraisal, inform the teacher of the domain performance scores and the overall summary performance score for the year, review the teacher's status relating to requirements for advancement and/or maintenance on the teacher career ladder, make recommendations regarding domains needing improvement, and address a professional growth plan as appropriate.
- (2) The requirements for post-observation conferences set forth in subsection (c)(9) of this section may be met through the summative conference provided the appropriate appraisers are present and time requirements are met.

§149.44 Teacher Appraisal Instrument, Scoring Procedures and Forms.

- (a) The State Board of Education shall develop and approve the Texas Teacher Appraisal Instrument, which shall include the domains and performance criteria listed in §149.42 of this title (relating to Teacher Performance Criteria) and performance indicators for each criterion.
- (b) The State Board of Education shall develop and approve scoring procedures which guarantee that each teacher at the close of the appraisal process receives a performance score for each domain and an overall summary performance score.
 - (1) Each appraiser will score all domains. In the evaluation of Domain V the teacher is assumed to have credit for all indicators unless the teacher's supervisor has documented otherwise. Appraisers other than the teacher's supervisor shall review and discuss such documentation with the teacher's supervisor as the basis for evaluation of Domain V. If the documentation is made after the written record of the other appraiser has been filed for that appraisal period, the other appraiser must reevaluate Domain V after review of the new documentation.

- (2) An appraiser is responsible for documenting on the written record when:
 - (A) an indication of poor quality is recorded for any indicator in Domains I-V; and
 - (B) credit is granted for exceptional quality.
- (3) The domain credit totals issued at the close of each appraisal period by the teacher's supervisor reflect the results of the formal observation issued on written records and the additional appraisal documentation gathered during the appraisal period. The domain credits issued by the teacher's supervisor have an assigned weight of 60 percent of the summary domain credit total.
- (4) The domain credit totals issued at the close of each appraisal period by appraisers other than the teacher's supervisor reflect the average of domain credits issued on each written record completed by the other appraisers during the appraisal period. The domain credits issued by other appraisers have an assigned weight of 40 percent of the summary domain credit total.
- (5) Scoring of the teacher's performance is done in accordance with Texas Education Code, §13.304 and is based on the summary domain credits issued each appraisal period by the teacher's supervisor and the other appraiser(s). The State Board of Education shall establish the standards for conversion of summary domain credits to domain performance scores of:
 - (A) unsatisfactory - score of 1.0 to 1.9;
 - (B) below expectation - score of 2.0 to 2.9;
 - (C) satisfactory - score of 3.0 to 3.9;
 - (D) exceeding expectation - score of 4.0 to 4.9; and
 - (E) clearly outstanding - score of 5.0.
- (6) The overall performance score is determined by an average of the domain performance scores except

that the overall performance score can be no higher than:

- (A) 1.9 if one or more summary domain scores are 1.0 to 1.9; or
- (B) 2.9 if two or more summary domain scores are 2.0 to 2.9, and no summary domain score is 1.0 to 1.9.
- (c) The forms approved by the State Board of Education shall be used by each school district to record observation and documentation results, teacher self-appraisal information, professional growth plans, and final performance scores.
- (d) For the 1986-87 school year only, the scoring results from appraisal period one shall not be used for teacher career ladder purposes.

Adopted by the State Board of Education, May 1986.

TEACHER SELF-APPRAISAL

School District _____

Co.-Dist. No. _____

Teacher _____ # _____ School Year 19____-19____

Assignment/Grade _____ School _____

This appraisal provides an opportunity for teacher assessment of the achievement of the teacher's own instructional goals.

Part I.

Complete this section of the self-appraisal by the end of the second six weeks of the school year. If class assignments change each semester, this section is to be completed again by the end of the fourth six weeks of the school year. **Use only the space provided for each response.**

1. Describe each of the classes which you are assigned to teach this year (semester). Include information about the abilities, learning styles, characteristics, and/or achievement levels of **groups** of students within each class.

2. Describe one or more of your instructional goals which supports the school district's goals for student progress. This goal statement should include observable and measurable performance objectives for the groups described in Part I, 1.

3. What methods or measures will you use to determine whether you have achieved these goals and objectives?

Teacher's Signature/Completion of Part I

Date Completed

Teacher's Signature/Completion of Part I (Second semester as needed)

Date Completed

Teacher Supervisor's Signature/Receipt of Part I

Date of Receipt

Original Copy—Central Office

Copy #2—Teacher's Supervisor on receipt of Part I

Copy #3—Teacher

TEACHER SELF-APPRAISAL

School District _____

Co.-Dist. No. _____

Teacher _____ # _____ School Year 19____-19____

Assignment/Grade _____ School _____

Part II.

Complete this section within the week prior to the summative conference. **Use only the space provided for each response.**

4. Read again your completed statement in Part I, 1. In what ways were your perceptions of your classes modified as the year (semester) progressed?

5. Read again your goal statement in Part I, 2. Review student performance trends based on the measures which you specified in Part I, 3. Which of the goals/objectives were you able to achieve/not achieve? Discuss.

6. What sources of information helped you to ascertain student abilities, learning styles, characteristics, and achievement levels, to develop an appropriate set of instructional goals and performance objectives, and to select appropriate instructional strategies? What additional sources were needed?
7. In what ways has the teacher appraisal process, including this self-appraisal, helped you to identify areas of strength and areas in which you need professional growth?
8. What areas related to the criteria in the domains on the appraisal instrument have you identified for continued professional growth? What strengths have you identified in areas related to the criteria in the domains on the appraisal instrument?
9. What inservice training, advanced academic training, higher education course work, and/or district assistance will help you to achieve this growth?

Teacher's Signature/Completion of Part II

Date Completed

Teacher Supervisor's Signature/Review of Part II

Date of Review

Original Copy—Central Office
Copy #2—Teacher's Supervisor on receipt of Part II
Copy #3—Teacher

Suggestions for Completion of the Teacher Self-Appraisal

This self-appraisal is designed to allow you, the teacher, to state personal instructional goals, to select and implement strategies for achieving these goals, and to evaluate the success of these strategies in the achievement of the goals. (Note that one instructional goal is all that is required) You are also asked to identify additional sources of information and training which may facilitate this design-implementation-evaluation process.

The following set of statement stems may help you in the completion of Items 1-6 of the self-appraisal form. Certainly, there are other ways that this information could be stated.

Remember that you are to use only the space provided for each response.

Item 1. Describe each of the classes which you are assigned to teach this year (semester). Include information about the abilities, learning styles, characteristics, and/or achievement levels of groups of students within each class.

- a. Two of my classes are _____. The other three classes
(describe abilities, achievement, or interests)
are _____. b. All of the students in my classes are alike in
(describe)
that _____. c. In my third period class, there are three distinct groups of students:
(describe)
_____. d. I teach two classes of basic and three classes of honors English. The
(describe)
students in these two groups of classes differ in that _____. e. I teach reading,
(describe)
mathematics, social studies, and science to a class of twenty-two students. These students are
alike in that _____; they differ in that _____. f. Four students in my third
(describe) (describe)
period class can _____. g. The students in this age group are generally
(describe achievement level)
interested in _____.
(describe interests)

Item 2. Describe one or more of your instructional goals which supports the school district's goals for student progress. This goal statement should include observable and measurable performance objectives for the groups described in Part I,1.

- a. The district places strong emphasis on _____. b. Because the
(describe district goal)
students in my basic English class are _____, I intend to teach them how to
(describe student group)
_____. c. Four students whom I have identified as already having
(describe instructional goal)
this skill will be taught how to _____, as will be the students in my other
(describe goal)

two classes. d. The students who have been identified as being above grade level in

_____ will be expected to _____. d. Because our
(describe skill) (describe goal)
community is largely _____ and because the district places
(describe aspect of community)
emphasis on preparing students to live in this community, I plan to _____.
(describe instructional goal).
e. Because most of the students in this class are interested in _____, I plan
(describe student interest)
to _____.
(describe instructional goal)

Item 3. What methods or measures will you use to determine whether you have achieved these goals and objectives?

Describe specific methods or measures in one or more of the following categories:

student demonstration
observation of student activity (individual, group)
student project
oral response
written response
other student performance data

Item 4. Read again your completed statement in Part I, 1. In what ways were your perceptions of your classes modified as the year (semester) progressed?

a. I found that one group of students in my third period class was not _____.
(describe)
b. The students in the first reading group became more and more _____ as
(describe)
the year progressed. c. Three students in my physical science class performed better than
scores had predicted in _____.
(describe)

Item 5. Read again your goal statement in Part I, 2. Review student performance trends based on the measures which you specified in Part I,3. Which of the goals/objectives were you able to achieve/not achieve? Discuss.

a. The students in my first period class were able to _____, while
(describe skill/understanding)
the students in my second and third period classes were not able to _____.
(describe skill/understanding)

- b. Because of my misperception of the students' ability to _____, they
(describe skill/understanding)
were able (unable) to _____. I should have _____.
(describe skill/understanding) (describe alternative strategy)
- c. The low achievers in my sixth period class demonstrated the ability to _____
(describe skill)
with 70% accuracy. d. One student in the identified group was not able to _____.
(describe skill)
- This was because _____.
(describe cause)

Item 6. What sources of information helped you to ascertain student abilities, learning styles, characteristics, and achievement levels, to develop an appropriate set of instructional goals and performance objectives, and to select appropriate instructional strategies? What additional sources were needed?

Describe specific resources in one or more of these general categories:

student survey
student questionnaire
standardized test scores
pre-test of student
interview, conference with student
interview, conference with parent
records of student work
student work sample

district's goal statement
district's curriculum guide
curriculum materials
training in methodology
district staff assistance

PROFESSIONAL GROWTH PLAN

School District _____

Co.-Dist. No. _____

Teacher _____ # _____ School Year 19____-19____

Assignment/Grade _____ School _____

Additional pages may be added as needed.

1. List at least two professional strengths related to the criteria in the five domains on the Texas Teacher Appraisal Instrument.
2. List area(s) related to the criteria in the five domains on the Texas Teacher Appraisal Instrument in which professional growth is needed. Establish priorities if two or more areas are listed.
3. Develop goals and objectives to meet those needs which have been identified in item 2 above.
4. Specify remediation activities and dates for completion of these.
5. Specify methods which will be used to determine that growth has occurred or is occurring.

My appraiser(s) and I have developed this Professional Growth Plan.

Teacher Signature

Date

Teacher's Supervisor Signature

Date

Other Appraiser Signature (if applicable)

Date

Original Copy—Central Office
Copy #2—Teacher's Supervisor
Copy #3—Teacher

A Conferencing Guide for Teachers

I. The Informal Pre-Observation Discussion

Rule:

19 TAC Section 149.43 (c)(4) During the first appraisal period, the first formal observation by an appraiser other than the teacher's supervisor must be scheduled. Prior to the scheduled observation, that appraiser must have an informal pre-observation discussion with the teacher. All other observations may be scheduled or unscheduled by district policy applied uniformly for all teachers.

Sequence of Activities for the Other Appraiser:

- 1st - schedule the formal observation
- 2nd - conduct the informal pre-observation discussion
- 3rd - conduct the formal observation

The Informal Discussion:

In designing the TTAS procedures, comments from both teachers and appraisers confirmed the importance of providing at least one opportunity for the teacher to share information with the appraiser who is not his/her supervisor.

Should the district decide to have more scheduled observations than the one required by rule, the informal pre-observation discussion requirement still applies only to the first observation by the other appraiser. Many professionals support the position that all observations should be preceded by a conference. The rule does not prohibit this position from being implemented.

Pre-observation discussions may be held one-on-one or in small groups (i.e., grade-level teachers, departments) at the discretion of the appraiser.

Possible topics for discussion during the informal pre-observation discussion between the appraiser and the teacher are:

- . how the observation will be conducted
- . the objectives of the lesson to be observed
- . the teaching-learning activities
- . the teaching competencies to be observed (review instrument)

- . relationships of students within the classroom
- . the teacher behaviors anticipated
- . the predictable learner behaviors; and/or
- . the instructional materials to be used

II. The Post-Conference

Rule:

19 TAC Section 149.3(c)(9) Following each formal observation, an appraiser must conduct a post-conference with the teacher if the performance is judged less than satisfactory in one or more domains. Appraisers are encouraged to conduct post-conferences after all formal observations. Required post-conferences must be held within 10 working days of the formal observation. If there are extenuating circumstances, the 10 working day requirement may be extended to a maximum of 15 working days. At the conclusion of the first appraisal period, a conference will be held at the request of either the teacher or the appraiser.

Sequence of Activities for Appraisers:

Formal Observation - all appraisers

- 1st - conduct formal observation
- 2nd - complete OR/ER form (copy to teacher)
- 3rd - use "Formal Observation - Post-Conference Chart" to determine if conference is required
- 4th - conduct post-conference within 10 working days of formal observation if required.

1st Appraisal Period - teacher's supervisor

- 1st - finish 1st appraisal period
- 2nd - receive and/or make requests for post-conference
- 3rd - conduct post-conferences as requested.

Formal Observation - Post-Conference Chart

After a formal observation an appraiser must count the number of credits issued in each domain on the completed OR/ER form and using the "Formal Observation - Post-Conference Chart," determine if a post-conference is required. See the "Formal Observation - Post-Conference Chart."

At the end of the appraisal period, a teacher or an appraiser may request a conference. This provision is for those teachers who are rated satisfactory or better in all domains to have a conference if they want one.

III. The Summative Conference

Rule:

19 TAC Section 149.43(g) (1) Each teacher must receive a summative conference after the second appraisal period is completed. In this conference the teacher's supervisor will review the completed self-appraisal, inform the teacher of the domain performance scores and the overall summary performance score for the year, review the teacher's status relating to requirements for advancement and/or maintenance on the teacher career ladder, make recommendations regarding domains needing improvement, and address a professional growth plan as appropriate. (2) The requirements for post-conferences set forth in the SBOE rule may be met through the summative conference, provided the appropriate appraisers are present and time requirements are met.

Sequence of Activities for Teacher's Supervisor:

- . finish Appraisal 1 and Appraisal 2
- . review Teacher Self-Appraisal Parts I and II
- . complete the Appraisal Record form
- . conduct the summative conference
- . cooperatively prepare the Professional Growth Plan if required

Content of Summative Conference:

The teacher's supervisor must cover the following topics during the summative conference:

- . self-appraisal
- . domain performance scores (AR)
- . overall summary performance scores (AR)
- . status of teacher related to requirements for advancement and/or maintenance on the career ladder; and
- . development of Professional Growth Plan if required

FORMAL OBSERVATION - POST-CONFERENCE CHART

If the teacher's credit total for a formal observation is less than satisfactory, the teacher is entitled to a conference with the appraiser who conducted the observation.

Domain	<u>Less Than Satisfactory</u> (credits by the appraiser)
I	0 - 8
II	0 - 11
III	0 - 11
IV	0 - 5
V	0 - 11

APPRAISAL PERIOD I - PROFESSIONAL GROWTH PLAN

If the teacher's credit total (sum from both appraisers) for the first appraisal period is less than satisfactory in any domain, a Professional Growth Plan will be developed. If the teacher's credit total for the first appraisal period is satisfactory, the teacher may request a Professional Growth Plan.

Domain	<u>Less Than Satisfactory</u> (sum of credits from both appraisers)	<u>Satisfactory</u> (sum of credits from both appraisers)
I	0 - 17	18 - 23
II	0 - 23	24 - 33
III	0 - 23	24 - 33
IV	0 - 11	12 - 17
V	0 - 23	24 - 31

APPRAISAL PERIOD II - PROFESSIONAL GROWTH PLAN

If the teacher's final domain score for the year for any domain is less than 4.00, a Professional Growth Plan will be developed.

Exceptional Quality

The scale for exceptional quality is used to measure teaching behavior which is substantially above average. It is intended to reflect superior performance which is rare, i.e., behavior which moves beyond the norm. The judgment is based upon specific behaviors rather than a more global evaluation that the teacher is a "great" teacher. Since the range of characteristics or properties that describe teaching behaviors of exceptional quality is inexhaustible, a list cannot be provided.

Judging the exceptional quality dimension is necessarily subjective. One pitfall is that the appraiser's standard for exceptional quality may be too low. Historically, evaluators are generous when assigning scores. As a consequence, the appraiser must be convinced, based upon the available evidence, that the teaching behavior goes beyond the expectation and reflects unique qualities.

NOTE: This section is reproduced from the TTAS APPRAISER'S MANUAL to show teachers the process used for scoring.

SCORING PROCEDURES

OBSERVATION RECORD*

Teacher's Supervisor:

1. After each formal observation an Observation Record must be completed. Check the line by the title, Observation Record.
2. For each indicator, mark the "Absent/Below Expectation" in column A/BE, "Standard Expectation" in column SE, and/or "Exceptional Quality" in column EQ. If column A/BE is marked, neither column SE nor column EQ may be marked. In order to credit column EQ, column SE must also be credited.

EVALUATION RECORD

Teacher's Supervisor:

1. At the end of each appraisal period, an Evaluation Record(ER) must be completed. Credits are earned based upon the completed observation record(s) and any documented cumulative data collected up to the end of the appraisal period. If additional data have not been collected or only one formal observation has been conducted, the Observation Record may also serve as the ER. In this case, check the line in front of the title, Evaluation Record.
2. No credits will be given for A/BE column.
3. For each domain, total the credits earned in SE and EQ columns and record the number in the space marked "DOMAIN CREDIT TOTAL."

*Only the teacher's supervisor will complete an Observation Record; other appraisers will complete an Evaluation Record after formal observations.

Other Appraisers:

1. After each formal observation an ER must be completed. Check the line by the title, Evaluation Record. Credits are earned for each indicator based upon formal observation. For each indicator, mark the "Absent/Below Expectation" in column A/BE, "Standard Expectation" in column SE, and/or "Exceptional Quality" in column EQ. If column A/BE is marked, neither column SE nor column EQ may be marked. In order to credit column EQ, column SE must also be credited.
2. No credits will be given for A/BE column.
3. For each domain, total the credits earned in the SE and EQ columns and record the number in the space marked "DOMAIN CREDIT TOTAL."

APPRAISAL RECORD

Teacher's Supervisor Section:

1. The domain credit totals from the Evaluation Record (ER) will be transferred to the Appraisal Record columns marked "APPRAISAL 1" and "APPRAISAL 2."
2. For each domain multiply Appraisal 2 scores by .60, and record the result in the column marked "DOMAIN SUBTOTAL." (AFTER 1986-87, Appraisal 1 and Appraisal 2 will be added before multiplying by .60.)

Other Appraiser Section:

1. The domain credit totals from the ERs will be transferred to the Appraisal Record columns marked "APPRAISAL 1" and "APPRAISAL 2." If during either appraisal period more than one person served in the role of the other appraiser, then the average of the domain credit totals from the ERs will be entered into the column.
 2. For each domain multiply Appraisal 2 scores by .40, and record the result in the column marked "DOMAIN SUBTOTAL." (AFTER 1986-87, Appraisal 1 and Appraisal 2 will be added before multiplying by .40.)
-

Domain Scores:

1. Record the domain subtotals from the teacher's supervisor and other appraiser sections of the Appraisal Record.
 2. For each domain, transfer the sum of the "DOMAIN SUBTOTAL" columns and record the results in the column marked "DOMAIN TOTAL."
 3. Use the Score Conversion Chart to determine the domain score and record it in the column marked "DOMAIN SCORE."
-

Overall Summary Performance Score:

1. Record the domain scores in the spaces provided.
2. Total the domain scores, divide by 5, and record the resulting average.
3. If one or more domain scores are 1 to 1.9 inclusive, record the "OVERALL SUMMARY PERFORMANCE SCORE" as the average calculated in step #2 if less than 1.9. Record a 1.9 if the average is 1.9 or higher.
4. If #3 does not apply and two or more domain scores are 2 to 2.9, record the "OVERALL SUMMARY PERFORMANCE SCORE" as the average calculated in step #2 if less than 2.9. Record a 2.9 if the average is 2.9 or higher.
5. If #3 or 4 do not apply, record the average calculated in step #2 in the space titled "OVERALL SUMMARY PERFORMANCE SCORE."

NOTE: The Score Conversion Chart adopted by the State Board of Education will be distributed separately.

____ OBSERVATION RECORD ____
____ EVALUATION RECORD ____

Date

Date

School District _____

Co.-Dist. No. _____

Teacher _____ # _____ School Year 19____-19____

Assignment/Grade _____ School _____

Appraisal 1 or 2 Name of Appraiser _____ Teacher Supervisor or Other Appraiser
 Circle (Circle One)

Observation Date _____ Beginning Time _____ Ending Time _____

Scheduled _____ Unscheduled _____ Subject Area(s) Observed _____

Directions: Circle the number(s) for each indicator. At least one column will be marked for each indicator. Column "A/BE" is used to note "Absent/Below Expectation" behaviors and has a credit value of 0. Column "SE" represents the "Standard Expectation" for each indicator and has a credit value of 1. Column "EQ" represents "Exceptional Quality" for each indicator and has a credit value of 1. To give credit to Column "EQ," credit must be given in Column "SE." Exceptional Quality credit is not applicable to some indicators. For these, a hyphen has been placed in Column "EQ." Provide documentation when marking either Column "A/BE" or "EQ." The teacher supervisor will compute credits at the end of the appraisal period, and the second appraiser will compute credits within 7 days of the formal observation. Corrections should be initiated by person filling out the form.

I. Instructional Strategies

Columns
A/BE SE EQ

1. Provides opportunities for students to participate actively and successfully.

a. varies activities	0	1	1
b. interacts with students	0	1	1
c. solicits participation	0	1	1
d. extends	0	1	1
e. provides time	0	1	1
f. implements at appropriate level of difficulty	0	1	1

2. Evaluates and provides feedback on student progress during instruction.

a. communicates expectations	0	1	1
b. monitors	0	1	1
c. solicits responses for assessment	0	1	1
d. reinforces	0	1	1
e. provides corrective feedback	0	1	1
f. reteaches	0	1	1

FOR EVALUATION RECORD
 DOMAIN CREDIT TOTAL
 (SE credits + EQ credits)

II. Classroom Management and Organization

Columns
A/BE SE EQ

3. Organizes materials and students.

a. secures student attention	0	1	1
b. uses procedures/routines	0	1	1
c. gives administrative directions	0	1	1
d. uses seating/grouping	0	1	1
e. has materials/aids/facilities ready	0	1	1

4. Maximizes amount of time available for instruction.

a. begins/ends	0	1	-
b. implements sequence of activities	0	1	-
c. maintains pace	0	1	-
d. maintains focus	0	1	-
e. keeps students engaged	0	1	-

5. Manages student behavior.

a. specifies expectations	0	1	-
b. prevents off-task behavior	0	1	-
c. redirects off-task behavior	0	1	-
d. stops inappropriate behavior	0	1	-
e. stops disruptive behavior	0	1	-
f. applies rules	0	1	1
g. reinforces appropriate behavior	0	1	1

FOR EVALUATION RECORD
DOMAIN CREDIT TOTAL
(SE credits + EQ credits)

III. Presentation of Subject Matter

6. Teaches for cognitive, affective, and/or psychomotor learning and transfer.

a. begins with introduction	0	1	1
b. uses content sequence	0	1	1
c. relates prior/future learning	0	1	1
d. defines/describes	0	1	1
e. elaborates critical attributes	0	1	1
f. stresses generalization/principle/rule	0	1	1
g. transfers	0	1	1
h. closes instruction	0	1	1

III. Presentation of Subject Matter (continued)

Columns
A/BE SE EQ

7. Presents information accurately and clearly.

a. makes no significant errors	0	1	-
b. uses appropriate vocabulary	0	1	-
c. explains clearly	0	1	1
d. stresses points/dimensions	0	1	1
e. clarifies misunderstanding	0	1	1

8. Uses acceptable communication skills.

a. uses correct grammar	0	1	-
b. pronounces correctly/clearly	0	1	-
c. uses accurate language	0	1	-
d. demonstrates written skills	0	1	-

FOR EVALUATION RECORD
DOMAIN CREDIT TOTAL
(SE credits + EQ credits)

IV. Learning Environment

9. Uses strategies to motivate students for learning.

a. relates to interests	0	1	1
b. emphasizes value/importance	0	1	1
c. reinforces efforts	0	1	1
d. challenges	0	1	1

10. Maintains supportive environment.

a. avoids sarcasm/negative criticism	0	1	-
b. maintains courteous climate	0	1	1
c. encourages	0	1	1
d. praises	0	1	1
e. establishes rapport	0	1	1

FOR EVALUATION RECORD
DOMAIN CREDIT TOTAL
(SE credits + EQ credits)

V. Growth and Responsibilities

Columns
A/BE SE EQ

11. Plans for and engages in professional development.

a. grows professionally	0	1	-
b. stays current-content	0	1	1
c. stays current-methods	0	1	1

12. Interacts and communicates with parents.

a. initiates communications	0	1	-
b. conducts conferences	0	1	-
c. reports progress	0	1	-
d. maintains confidentiality	0	1	-

13. Complies with policies, operating procedures, and requirements.

a. follows TEA requirements	0	1	-
b. follows district/campus policies/ procedures	0	1	-
c. performs assigned duties	0	1	-
d. follows promotion procedures	0	1	-

14. Promotes and evaluates student growth.

a. participates in goal-setting	0	1	1
b. plans instruction	0	1	1
c. documents progress	0	1	-
d. maintains records	0	1	-
e. reports progress	0	1	-

FOR EVALUATION RECORD
DOMAIN CREDIT TOTAL
(SE credits + EQ credits)

Comments:

(The signature of the teacher indicates that he/she has reviewed and received a copy of this record.)

Teacher Signature/Date Received

Appraiser Signature/Date Completed

Date of Conference
(if any)

Original Copy—Central Office
Copy #2—Teacher's Supervisor
Copy #3—Teacher

40 48

OBSERVATION RECORD
✓ EVALUATION RECORD Date 10-22-86
 Date

School District N Co.-Dist. No. 255-901
 Teacher E 12 School Year 86-87
 Assignment/Grade 7 School M
 Appraisal 1 or 2 Name of Appraiser Appraiser K Teacher Supervisor or Other Appraiser
 (Circle One) (Circle One)
 Observation Date 10-22-86 Beginning Time 10:55 Ending Time 11:50
 Scheduled ✓ ✓ Unscheduled _____ Subject Area(s) Observed Texas History

Directions: Circle the number(s) for each indicator. A column will be marked for each indicator. Column "A/BE" is used to note "Absent/Below Expectation" behaviors and has a credit value of 0. Column "SE" represents the "Standard Expectation" for each indicator and has a credit value of 1. Column "EQ" represents "Exceptional Quality" for each indicator and has a credit value of 1. To give credit to Column "EQ," credit must be given in Column "SE." Exceptional Quality credit is not available to some indicators. For these, a hyphen has been placed in Column "EQ." Provide documentation when marking either Column "A/BE" or "SE." The teacher supervisor will compute credits at the end of the appraisal period, and the second appraiser will compute credits within 7 days of formal observation. Corrections should be initiated by person filling out the form.

I. Instructional Strategies

Columns
A/BE SE EQ

- | | | | | |
|--|--|---|---|---|
| 1. Provides opportunities for students to participate and successfully. | a. varies activities | 0 | 1 | 1 |
| | b. interacts with students | 0 | 1 | 1 |
| | c. solicits participation | 0 | 1 | 1 |
| | d. extends | 0 | 1 | 1 |
| | e. provides time | 0 | 1 | 1 |
| | f. implements at appropriate level of difficulty | 0 | 1 | 1 |
| 2. Evaluates and provides feedback on student progress during instruction. | a. communicates expectations | 0 | 1 | 1 |
| | b. monitors | 0 | 1 | 1 |
| | c. solicits responses for assessment | 0 | 1 | 1 |
| | d. reinforces | 0 | 1 | 1 |
| | e. provides corrective feedback | 0 | 1 | 1 |
| | f. reteaches | 0 | 1 | 1 |

FOR EVALUATION RECORD
 DOMAIN CREDIT TOTAL
 (SE credits + EQ credits)

12

II. Classroom Management and Organization

Columns
A/BE SE EQ

3. Organizes materials and students.

a. secures student attention	0	1	1
b. uses procedures/routines	0	1	1
c. gives administrative directions	0	1	1
d. uses seating/grouping	0	1	1
e. has materials/aids/facilities ready	0	1	1

4. Maximizes amount of time available for instruction.

a. begins/ends	0	1	-
b. implements sequence of activities	0	1	-
c. maintains pace	0	1	-
d. maintains focus	0	1	-
e. keeps students engaged	0	1	-

5. Manages student behavior.

a. specifies expectations	0	1	-
b. prevents off-task behavior	0	1	-
c. redirects off-task behavior	0	1	-
d. stops inappropriate behavior	0	1	-
e. stops disruptive behavior	0	1	-
f. applies rules	0	1	-
g. reinforces appropriate behavior	0	1	1

FOR EVALUATION RECORD
DOMAIN CREDIT TOTAL
(SE credits + EQ credits)

17

III. Presentation of Subject Matter

6. Teaches for cognitive, affective, and/or psychomotor learning and transfer.

C + g. Teacher repeatedly reminded students that the observation skills being practiced would help them on the field trip to the pioneer village next week. "Notice color and shape of the dishes in your home. We will see examples of Indian dishes next week."

h. During the closing reminded students to look for examples of pottery at home and in magazines.

a. begins with introduction	0	1	1
b. uses content sequence	0	1	1
c. relates prior/future learning	0	1	1
d. defines/describes	0	1	1
e. elaborates critical attributes	0	1	1
f. stresses generalization/principle/rule	0	1	1
g. transfers	0	1	1
h. closes instruction	0	1	1

III. Presentation of Subject Matter (continued)

Columns
A/BE SE EQ

7. Presents information accurately and clearly.

a. Teacher says that Indians' only contribution to American culture is pottery. "The Karankawa Indians were potters." (They were not.) This was a lesson on pottery as a cultural contribution.

d. The teacher repeatedly stressed key points that distinguished among different Indian tribes.

- a. makes no significant errors
- b. uses appropriate vocabulary
- c. explains clearly
- d. stresses points/dimensions
- e. clarifies misunderstanding

0	1	-
0	1	-
0	1	1
0	1	1
0	1	1

8. Uses acceptable communication skills.

a. Four errors of subject-verb agreement. Examples: "There is three questions on the page." "Homework problems is for you to complete."

d. Five words misspelled on the chalkboard - environment, principle, pottery, but, no, ancestor.

- a. uses correct grammar
- b. pronounces correctly/clearly
- c. uses accurate language
- d. demonstrates written skills

0	1	-
0	1	-
0	1	-
0	1	-

FOR EVALUATION RECORD
DOMAIN CREDIT TOTAL
(SE credits + EQ credits)

18

IV. Learning Environment

9. Uses strategies to motivate students for learning.

- a. relates to interests
- b. emphasizes value/importance
- c. infers efforts
- d. challenges

0	1	1
0	1	1
0	1	1
0	1	1

10. Maintains supportive environment.

a+b. "That's the sorriest excuse for a paper."

d. All reinforcements were generally stated - "O.K." "Fine," and accompanied each student statement.

e. Very businesslike - never called students by first name - tells rather than seeks cooperation - speaks down to students in angry tone of voice.

- a. avoids sarcasm/negative criticism
- b. maintains courteous climate
- c. encourages
- d. praises
- e. establishes rapport

0	1	-
0	1	1
0	1	1
0	1	1
0	1	1

FOR EVALUATION RECORD
DOMAIN CREDIT TOTAL
(SE credits + EQ credits)

5

V. Growth and Responsibilities

Columns
A/BE SE EQ

11. Plans for and engages in professional development.

- a. grows professionally
b. stays current-content
c. stays current-methods

0 1 -
0 1 1
0 1 1

12. Interacts and communicates with parents.

- a. initiates communications
b. conducts conferences
c. reports progress
d. maintains confidentiality

0 1 -
0 1 -
0 1 -
0 1 -

13. Complies with policies, operating procedures, and requirements.

- a. follows TEA requirements
b. follows district/campus policies/
procedures
c. performs assigned duties
d. follows promotion procedures

0 1 -
0 1 -
0 1 -
0 1 -

14. Promotes and evaluates student growth.

- a. participates in goal-setting
b. plans instruction
c. documents progress
d. maintains records
e. reports progress

0 1 1
0 1 1
0 1 -
0 1 -
0 1 -

FOR EVALUATION RECORD
DOMAIN CREDIT TOTAL
(SE credits + EQ credits)

16

Comments:

See me for a conference RE: Learning Environment

(The signature of the teacher indicates that he/she has reviewed and received a copy of this record.)

Teacher Z 10-28-86

Teacher Signature/Date Received

Appraiser K 10-23-86

Appraiser Signature/Date Completed

11-3-87

Date of Conference
(if any)

Original Copy—Central Office
Copy #2—Teacher's Supervisor
Copy #3—Teacher

APPRAISAL RECORD

School District _____

Co.-Dist. No. _____

Teacher _____ # _____ School Year 1986-1987

Assignment/Grade _____ School _____

Domain Subtotal

Teacher's Supervisor: (names) _____

Instructions: (1) Transfer the DOMAIN CREDIT TOTALS from the Evaluation Record. Multiply Appraisal 2 by .60 to obtain the Domain Subtotal.

Domain	Appraisal 1	Appraisal 2	Domain Subtotal
I. Instructional Strategies	_____	_____ x .60 = _____	
II. Classroom Management and Organization	_____	_____ x .60 = _____	
III. Presentation of Subject Matter	_____	_____ x .60 = _____	
IV. Learning Environment	_____	_____ x .60 = _____	
V. Growth and Responsibilities	_____	_____ x .60 = _____	

Other Appraiser: (names) _____

Instructions: (1) Transfer the DOMAIN CREDIT TOTALS from the Evaluation Records. Multiply Appraisal 2 by .40 to obtain the Domain Subtotal.

Domain	Appraisal 1	Appraisal 2	Domain Subtotal
I. Instructional Strategies	_____	_____ x .40 = _____	
II. Classroom Management and Organization	_____	_____ x .40 = _____	
III. Presentation of Subject Matter	_____	_____ x .40 = _____	
IV. Learning Environment	_____	_____ x .40 = _____	
V. Growth and Responsibilities	_____	_____ x .40 = _____	

Domain Scores:

(1) Compute the Domain Total by adding the domain subtotals of both appraisers.

(2) Consult the Score Conversion Chart to convert each Domain Total to a Domain Score.

	Teacher Supervisor Domain Subtotal	Other Appraiser Domain Subtotal	Domain Total	Domain Score
I. Instructional Strategies	_____	_____	_____	_____
II. Classroom Organization and Management	_____	_____	_____	_____
III. Presentation of Subject Matter	_____	_____	_____	_____
IV. Learning Environment	_____	_____	_____	_____
V. Growth and Responsibilities	_____	_____	_____	_____

Overall Summary Performance Score:

(1) Enter the Domain Scores in the spaces provided below and compute the sum.

(2) Divide the total by 5.

Domain Scores for:

Domain I	Domain II	Domain III	Domain IV	Domain V	Average
_____	_____	_____	_____	_____	_____

(3) Record the Overall Summary Performance Score as an average of the domain scores except that the overall performance score can be no higher than:

(a) 1.9 if one or more of the domain scores are 1 to 1.9 inclusive, or

(b) 2.9 if two or more of the domain scores are 2 to 2.9 inclusive and no score is 1 to 1.9.

Overall Summary Performance Score =

Teacher's Supervisor Signature/Date Completed _____

Signature of other appraiser(s) if present at conference _____

(The signature of the teacher indicates that he/she has received a copy of the Appraisal Record and the results of the performance appraisals have been discussed in a conference.)

Teacher Signature _____

Date of Conference _____

APPRAISAL RECORD

School District N

Co-Dist No 255-901

Teacher Z

12 School Year 1986-1987

Assignment/Grade 7th

School M

Domain Subtotal

Teacher's Supervisor (names)

T. Supervisor S

Instructions: (1) Transfer the DOMAIN CREDIT TOTALS from the Evaluation Record. Multiply Appraisal 2 by .60 to obtain the Domain Subtotal

Domain	Appraisal 1	Appraisal 2	Domain Subtotal
I Instructional Strategies	<u>14</u>	<u>16</u> x	60 = <u>9.6</u>
II Classroom Management and Organization	<u>13</u>	<u>24</u> x	60 = <u>14.4</u>
III Presentation of Subject Matter	<u>13</u>	<u>24</u> x	60 = <u>14.4</u>
IV Learning Environment	<u>11</u>	<u>17</u> x	60 = <u>10.2</u>
V Growth and Responsibilities	<u>16</u>	<u>20</u> x	60 = <u>12.0</u>

Other Appraiser (names)

Appraiser K

Instructions: (1) Transfer the DOMAIN CREDIT TOTALS from the Evaluation Records. Multiply Appraisal 2 by .40 to obtain the Domain Subtotal

Domain	Appraisal 2	Domain Subtotal
I Instructional Strategies	<u>12</u> x	40 = <u>4.8</u>
II Classroom Management and Organization	<u>17</u> x	40 = <u>6.8</u>
III Presentation of Subject Matter	<u>17</u> x	40 = <u>6.8</u>
IV Learning Environment	<u>9</u> x	40 = <u>3.6</u>
V Growth and Responsibilities	<u>16</u> x	40 = <u>6.4</u>

Domain Scores:

- (1) Compute the Domain Total by adding the domain subtotals of both appraisers.
(2) Consult the Score Conversion Chart to convert each Domain Total to a Domain Score.

	Teacher Supervisor Domain Subtotal	Other Appraiser Domain Subtotal	Domain Total	Domain Score
I Instructional Strategies	<u>9.6</u>	<u>4.8</u>	= <u>14.4</u>	<u>4.3</u>
II Classroom Organization and Management	<u>14.4</u>	<u>6.8</u>	= <u>21.2</u>	<u>4.9</u>
III Presentation of Subject Matter	<u>14.4</u>	<u>6.8</u>	= <u>21.2</u>	<u>4.5</u>
IV Learning Environment	<u>10.2</u>	<u>3.6</u>	= <u>13.8</u>	<u>4.9</u>
V Growth and Responsibilities	<u>12.0</u>	<u>6.4</u>	= <u>18.4</u>	<u>4.9</u>

Overall Summary Performance Score:

- (1) Enter the Domain Scores in the spaces provided below and compute the sum.
(2) Divide the total by 5.

Domain Scores for:

Domain I 4.3 Domain II 4.9 Domain III 4.5 Domain IV 4.9 Domain V 4.9 = 23.5 ÷ 5 = 4.7

- (3) Record the Overall Summary Performance Score as an average of the domain scores except that the overall performance score can be no higher than
(a) 1.9 if one or more of the domain scores are 1 to 1.9 inclusive, or
(b) 2.9 if two or more of the domain scores are 2 to 2.9 inclusive and no score is 1 to 1.9

Overall Summary Performance Score =

4.7

J. Supervisor S 4-15-87

Teacher's Supervisor Signature/Date Completed

Signature of other appraiser(s) if present at conference

(The signature of the teacher indicates that he/she has received a copy of the Appraisal Record and the results of the performance appraisals have been discussed at a conference)

Teacher Z

Teacher Signature

4-17-87

Date of Conference

GUIDELINES FOR CUMULATIVE DATA

SBOE Rule for Requirements for Use of Cumulative Data

- * The teacher's supervisor is responsible for the documentation of this data.
- * The data must be observable and job-related.
- * Another individual may observe and report the data to the teacher's supervisor who must verify and document it.
- * The teacher's supervisor must give written documentation to the teacher within seven working days of the occurrence or, in unusual circumstances, within seven working days of the teacher supervisor's knowledge of the occurrence.
- * The teacher's supervisor must make documentation related to Domain V available to the other appraiser(s) after the formal observation. If any additional documentation is filed, it must be made available to the other appraiser(s) at the end of the appraisal period.

**TEXAS TEACHER
APPRAISAL SYSTEM
INSTRUMENT**

THE TEXAS TEACHER APPRAISAL INSTRUMENT: EXPLANATIONS AND EXPECTATION STATEMENTS

Indicator statements establish expectations for teacher performance. Each performance indicator is scored by considering the strength and comprehensiveness of the preponderance of evidence related to that indicator. The evidence gathered is evaluated for both quality and quantity of certain teacher behaviors. The quality or effectiveness of teaching behavior will be judged by its observed impact upon student behavior and the apparent success of students engaged in learning activities.

Some indicators, such as closing the lesson, are expected to occur a minimum of once, and credit is given when the indicator occurs. For other indicators, the observer should consider all of the occasions when a teacher demonstrated the skill or characteristic of the indicator in an effective way and all of the occasions when the teacher might have demonstrated the skill or characteristic but did not.

Terms enclosed within parentheses cross reference the terminology frequently used in instructional leadership training to the teacher appraisal instrument. The inclusion of these terms is not a mandate by the state for a particular model of instruction. The referenced concepts are not requirements for receiving credit for an indicator.

Domain I. Instructional Strategies

Criterion 1. provides opportunities for students to participate actively and successfully

Performance Indicators	Explanation/Examples
a. appropriately varies activities	a. The teacher actively explains/demonstrates and also provides an opportunity for active student participation. Students participate in ways other than passive listening. (modeling/active participation)
b. interacts with students in group format as appropriate	b. The teacher interacts with students in more than one group format, i.e., large group, small group, individual, if appropriate. If the teacher is responsible for only one learner, credit is automatically given.

- c. solicits student participation
- c. The teacher pursues student contributions, demonstrations, and questions with frequency appropriate for the lesson and the learners. The teacher may prompt, rephrase, and call on non-volunteers to increase student participation. (active participation)
- d. extends students' responses/contributions
- d. The teacher asks a student to give additional information based on a student response/contribution or the teacher provides such information. (questioning/prompts)
- e. provides ample time for students to respond to teacher questions/solicitations and to consider content as it is presented
- e. The teacher provides ample time for students to consider information presented, to answer questions asked, and to formulate ideas, responses, and/or contributions. (wait time)
- f. implements instruction at an appropriate level of difficulty
- f. Scoring for this indicator is based upon the observed effects of instruction upon student performance. For example, if all but a few students appear to understand explanations, are successful in group practice activities, and are able to begin individual assignments without clarification, credit should be given for this indicator. If many students have difficulty performing a task, carrying out assignments, answering questions, and the like, then credit should be denied. The activities or explanations may also be too easy for students; in this case credit should also be denied.

Domain I: Instructional Strategies

Criterion 2. evaluates and provides feedback on student progress during instruction

Performance Indicators	Explanation/Examples
a. communicates learning expectations	a. The teacher indicates standards of success. Communicating to students what they are to accomplish as a result of the lesson/learning activity is sufficient to give credit. (objectives)
b. monitors students' performances as they engage in learning activities	b. The teacher does not miss opportunities to verify that students understand or can perform skill/process. Assigning classwork and failing to circulate to examine student work or performance is cause for no credit.
c. solicits responses or demonstrations from specific students for assessment purposes	c. The teacher may ask questions or have students show steps of a process or skill. Emphasis is on assessment of individual progress toward and/or accomplishment of lesson objectives.
d. reinforces correct responses	d. The teacher tells students when and whose performance is adequate and identifies those aspects of the performance which are adequate.

e. provides corrective feedback, or none needed

e. When student misunderstanding occurs, the teacher takes time to correct it or allows other students to correct it. The teacher tells students when performance is inadequate, identifies specific misunderstandings, and provides suggestions for improvement. Simply informing students that they are "right" or "wrong" is not sufficient to receive credit.(feedback)

f. reteaches, or none needed

f. When ongoing progress checks or other monitoring/assessment methods indicate misunderstanding or other student problems, the teacher instructs using different methods or techniques to explain/demonstrate the same content.

Domain II: Classroom Management and Organization

Criterion 3. organizes materials and students

Performance Indicators	Explanation/Examples
a. secures student attention, or students are attending	a. When directions are given for any activity, students are listening. (focus; management; attention)
b. uses administrative procedures and routines which facilitate instruction	b. The distribution and collection of materials, use of classroom areas, and student movement within the classroom are efficiently managed. (time on task)
c. gives clear administrative directions for classroom procedures or routines, or none needed	c. The teacher communicates to the students what activities and/or tasks are to be done; when, where, and how the activities and/or tasks are to be done; and who will be involved in the activities and/or tasks. (expectations)
d. maintains seating arrangement/grouping appropriate for the activity and the environment	d. Students are able to focus on instruction without difficulty or distraction. Each student has adequate space in which to work without distraction. (time on task)
e. has materials, aids, and facilities ready for use	e. The teacher ensures that a sufficient number of handouts are assembled, audiovisual equipment is set up, transparencies are prepared for use, and tables, desks, and chairs are arranged for the first activity. Everything is ready to use. (time on task)

Domain II: Classroom Management and Organization

Criterion 4. maximizes amount of time available for instruction

Performance Indicators

Explanation/Examples

- | | |
|---|---|
| a. begins promptly/avoids wasting time at the end of the instructional period | a. Clerical routines are completed quickly so that time is not wasted before beginning an activity. The teacher should use the full time available. If students and/or the teacher "run out" of things to do and instructional time is wasted, credit should not be given. (time on task) |
| b. implements appropriate sequence of activities | b. The activities occur in such an order that students have the necessary background and information to follow instructions or complete assignments. For example, diagnostic activities precede rather than follow homework assignments or practice follows rather than precedes the introduction of a skill. (task analysis of activities) |
| c. maintains appropriate pace | c. The teacher allots adequate time for activities, does not over dwell in presentation, interaction, and questioning. Attention is also given to allowing sufficient time rather than hurrying through the instructional activity. |
| d. maintains focus | d. The teacher maintains commitment by staying on the topic in teacher-centered activities and does not interrupt student-centered activities unnecessarily. Focus can also be lost through delays, unnecessary digressions, and lengthy transitions. (task commitment) |
| e. keeps students engaged | e. Most (85%) of the students are engaged in learning activities for the instructional period. (task commitment) |

Domain II: Classroom Management and Organization

Criterion 5. manages student behavior

Performance Indicators	Explanation/Examples
a. specifies expectations for class behavior, or none needed	a. The teacher explains expectations for behavior and gives reasons for students to behave in a certain way. Appropriate student behavior may indicate that expectations have been made clear. However, if inappropriate behavior occurs without subsequent statement or clarification of expectations, no credit should be given. Inappropriate behavior is not consistent with accepted norms or with teacher expectations. The definitions of appropriate and inappropriate behavior vary with the context of instruction. Common inappropriate behaviors include noisy activity, out-of-seat behavior, noisy callouts, and misuse of equipment. In indicators a, d, f, and g inappropriate behavior does not include passive off-task behavior. (management; expectations)
b. uses techniques to prevent off-task behavior, or none needed	b. The teacher observes students and acts to maintain student attention and participation before any off-task behavior occurs.
c. uses techniques to redirect persistent off-task behavior, or none needed	c. The teacher accurately identifies student(s) who are doing something other than the assigned task. The teacher acts quickly to redirect student(s) to the assigned task. (proximity)

- d. uses techniques to stop inappropriate behavior, or none needed
- e. uses techniques to stop disruptive behavior, or none needed
- f. applies rules consistently and fairly
- g. reinforces desired behavior when appropriate
- d. The teacher indicates to specific student(s) that behavior is inappropriate or inconsistent with teacher expectations, e.g., responding without raising hands when hand raising has been requested. (negative reinforcement; extinction)
- e. The teacher accurately identifies disruptive student(s) and then acts quickly to stop the behavior. Disruptive behavior distracts one or more students from learning tasks and/or interrupts instruction. The teacher clearly identifies the disruptive behavior, and chooses strategies which minimize disruption of the rest of the class. (negative reinforcement)
- f. The teacher treats students equitably and maintains consistent expectations for behavior. For example, the teacher does not repeatedly act to correct behavior of a particular student while ignoring the same behavior by another student. (rules)
- g. The teacher offers specific praise to individuals and/or to the class and reinforces those aspects of behavior which are acceptable. Reinforcement may be nonverbal. Credit should be given if no inappropriate behavior occurs, and reinforcement is judged unnecessary. (positive reinforcement)

Domain III: Presentation of Subject Matter

Criterion 6. teaches for cognitive, affective, and/or psychomotor learning and transfer

The focus may be on cognitive, affective, and/or psychomotor learning. The format may be teacher- or student-centered. The teacher may perform or ask students to perform any or all steps. Student behavior and/or success may be another indicator of success of previous instruction which should be considered in scoring this criterion. If the observer sees "e" and/or "f" and there is an indication that "c", "d", and/or "e" have been taught at a previous time, then credit may be awarded for c, d, and/or e.

Performance Indicators

Explanation/Examples

a. begins instruction/activity with an appropriate introduction

a. The teacher begins with an introduction which directs student attention to the content/purpose of instruction/activity.

b. presents information in an appropriate sequence

b. In instruction for cognitive learning, the teacher moves from simple to complex, concrete to abstract, specific to general (induction), or from complex to simple, abstract to concrete, general to specific (deduction). Emphasis is on student understanding of how parts relate to the whole; specific information is "anchored" to abstract ideas (concepts) and principles/generalizations/rules.

For skill development, the teacher provides 1) explanation, 2) demonstration/modeling, and 3) guided and independent student practice. A step-by-step approach is used.

For affective learning, the teacher provides activities which allow the student to 1) explore group/societal interests, attitudes, or opinions and 2) to examine personal interests, attitudes, or opinions within the larger group/societal context; or 1) examine personal interests, attitudes, or opinions and 2) to relate these to group/societal interests, attitudes, or opinions.

- c. relates content to prior or future learning
- d. provides for definition of concepts and description of skills and/or attitudes and interests
- e. provides for elaboration of critical attributes of concepts, skills, and/or attitudes and interests
- c. As new information, ideas, concepts, and skills are developed and/or new attitudes and interests are examined, they are placed into a meaningful framework for students. The teacher may state the relationships or may provide for students to draw relationships. References to or comparisons with prior and/or future learning can facilitate transfer. For example, introducing the concept of $\frac{3}{4}$ time in a music lesson is related to the previous learning of $\frac{4}{4}$ time. (transfer)
- d. As new concepts, skills, and/or attitudes and interests are introduced, they are given sufficient definition by either the teacher or students. Definitions or descriptions may be oral or written depending upon the complexity of the concept, skill, value, or attitude under consideration and on the nature of the students. Age and ability of students are important considerations in the complexity of definitions/descriptions provided. Young learners, for example, need shorter and less complex definitions than older learners. (explanation, definition)
- e. Critical attributes are elaborated as new concepts, and/or attitudes and interests are introduced; steps or components of a skill are demonstrated. One appropriate strategy is contrasting examples and non-examples. Exploration of similarities and differences between previously acquired and new concepts or skills and/or previously examined attitudes may be desirable. The teacher may elaborate or ask students to elaborate. (explanation, critical attributes)

f. stresses generalization, principle, or rule as a relationship between or among concepts, skills, or attitudes/interests

f. Generalizations, principles, and rules are statements of relationships between or among concepts. The teacher or student may explain and emphasize these relationships when generalizations, principles, or rules are taught. Cause/effect and ends/means relationships are identified when appropriate. (process steps, rules)

g. provides opportunities for transfer

g. Transfer is achieved in the application of newly acquired learning. The teacher may do this in a variety of ways. For example, the teacher may: use hypothetical or real new examples, demonstrate how a rule applies to a new case, or use a skill or concept in a new setting. Simple drill and practice is not considered transfer. (transfer)

h. closes instruction appropriately

h. The teacher may briefly summarize or ask students to summarize main points and explain how learning will be needed in the future. Closure may take place at the conclusion of any segment of instruction or at the end of the class period. If several content topics/activities occur and only a few are appropriately closed, no credit should be given. Closure need not be lengthy but must be observable. No credit is given for only administrative closure. (management, closure)

Domain III: Presentation of Subject Matter

Criterion 7. presents information accurately and clearly

Performance Indicators
Explanation/Examples

- | | |
|--|---|
| a. makes no significant errors | a. No major errors in teacher presentation of content are observed. A significant error is one which interferes with student understanding or one which is a distortion of fact. If an error is made but corrected by the teacher, credit is given for this indicator. |
| b. uses vocabulary appropriate to students | b. The teacher uses a simple term as a synonym/ explanation for a more complex term as new vocabulary is introduced. |
| c. explains content and/or learning tasks clearly | c. Teacher explanations of content are understandable. The teacher explains steps to be followed, provides examples of completed work, identifies potential areas of difficulty, and/or clarifies previously given directions about the task. If student performance/ behavior indicates that most students understand, credit should be given. (explanation, checking information) |
| d. stresses important points and dimensions of content | d. The teacher uses strategies to emphasize to the students the structure of the content. For example, the teacher uses voice inflection, underlines important points, repeats points for emphasis, and/or explains relationships. If instruction proceeds without some points standing out, important dimensions have not been adequately specified. |
| e. clarifies student misunderstanding, or none needed. | e. The teacher explains or demonstrates some point or procedure again after student questions or responses indicate that the student misunderstands. |

Domain III: Presentation of Subject Matter

Criterion 8. uses acceptable communication skills in presentation

Performance Indicators	Explanation/Examples
a. uses correct grammar	a. Typical errors are 1) use of double negatives, 2) lack of subject-verb agreement, 3) incorrect verb tense, and 4) incorrect pronoun reference. Two or more errors are cause for denying credit.
b. pronounces words correctly and clearly	b. The teacher uses correct vowel/consonant/diphthong sounds and emphasizes correct syllables. Speech is free of slurring or mumbling of words. The volume and rate of speech is at a level at which all students in the classroom can hear and understand.
c. uses accurate language	c. The teacher does not overuse indefinite or vague terms in presentations and verbal interactions, e.g., false starts, interrupters, qualifiers, or distractors.
d. demonstrates skill in written communication	d. The data source for this indicator will be the written information that is examined or viewed during the observation. Credit is given if no samples are available during the observation. Words should be spelled correctly, and sentences should be structured correctly. Two errors--spelling, grammar, sentence construction, and/or typographical --are cause for denial of credit for this indicator.

Domain IV: Learning Environment

Criterion 9. uses strategies to motivate students for learning

Performance Indicators	Explanation/Examples
a. relates content to student interests/experiences	a. The teacher may use real or hypothetical examples/cases to increase student perception of relevance of content. Relating students' experiences to lesson content is an effective motivational strategy. (relevance/interest)
b. emphasizes the value/importance of the activity or content	b. The teacher stresses the value or importance of an activity or of content to the content field, to society, or to the student personally. (purpose)
c. reinforces learning efforts of students	c. The teacher may, in a variety of ways, communicate awareness and appreciation of student effort and progress. The teacher acknowledges and encourages students' task/learning related efforts. The effect that is desired is an increased attempt on the part of students to participate actively. (positive reinforcement).
d. challenges students	d. Challenge is accomplished when the teacher communicates that elements or aspects of a learning task/activity may require extra effort. Challenge may be accomplished through the pace of the lesson, the level of difficulty/complexity of the content or task, or through overt verbal challenge. (expectations; level of concern)

Domain IV: Learning Environment

Criterion 10. maintains supportive environment

Performance Indicators	Explanation/Examples
a. avoids sarcasm and negative criticism	a. Comments to or about learners which personally demean or embarrass them should be avoided. One occurrence is sufficient evidence for denying credit. (learning climate)
b. establishes climate of courtesy and respect	b. The teacher listens to and responds to student questions, requires that students listen to each other in class interactions, encourages cooperation, and models courtesy. All interactions with students should model courtesy. (learning climate)
c. encourages slow and reluctant students	c. The teacher recognizes students who have difficulty in performance, is patient in interaction with these students, and positively reinforces their learning efforts.
d. provides praise for specific performance	d. The teacher singles out specific students or groups and cites specific performance(s). (positive reinforcement)
e. establishes and maintains positive rapport with students	e. The teacher relates to students in a pleasant manner and secures cooperation from the students. The teacher may use student names, make eye contact, smile, use a positive tone of voice, or stand near students, for example.

Domain V. Growth and Responsibilities

Criterion 11. plans for and engages in professional development

Performance Indicators

- a. shows progress in completing professional growth requirements as agreed upon with appraiser(s), or none needed
- b. stays current in content taught
- c. stays current in instructional methodology

Domain V. Growth and Responsibilities

Criterion 12. interacts and communicates effectively with parents

Performance Indicators

- a. initiates communications with parents about student performance and/or behavior when appropriate
- b. conducts parent-teacher conferences in accordance with local district policy
- c. reports student progress to parents in accordance with local district policy
- d. maintains confidentiality unless disclosure is required by law

Domain V. Growth and Responsibilities

Criterion 13. complies with policies, operating procedures, and requirements

Performance Indicators

- a. follows statutory and Texas Education Agency regulations
- b. follows district and campus policies and procedures
- c. performs assigned professional duties
- d. follows district promotion/retention policy and procedures

Domain V. Growth and Responsibilities

Criterion 14. promotes and evaluates student growth

Performance Indicators

- a. participates in campus goal setting for student progress
- b. plans instruction in accordance with district requirements
- c. documents student progress
- d. maintains accurate records
- e. reports student progress at appropriate intervals

A P P E N D I X

REFERENCES

The appraiser may use the following annotations of research to 1) increase personal understanding of the research bases of the Texas Teacher Appraisal System (TTAS) and 2) to assist the teacher in identifying ways to improve instruction. Generally, this research examines the relationship of specific teacher behaviors to student achievement gains. The appraiser is encouraged to read current research reports and to add notations regarding significant findings to this list.

Domain I Instructional Strategies

Criterion1 Provides opportunities for students to participate actively and successfully

Indicator a. appropriately varies instruction

Student attention span affects student engagement (Emmer, 1982; Sanford and Evertson, 1980). Varied materials which are relevant to and appropriate for students affect on-task behaviors and achievement gains (Stallings, 1976; McDonald, 1976; Okey, Capie, Ellett, and Johnson, 1978; Capie, Tobin, and Bowell, 1980). Students need a) "highly focused learning tasks" when the desired outcome is concrete learning and b) "moderately focused learning tasks" and information giving/receiving when the desired outcome is abstract, complex learning (Soar and Soar, 1972).

Indicator b. interacts with students in group formats as appropriate.

Group format affects the level of student engagement (Emmer, 1982; Sanford and Evertson, 1980). Student achievement in secondary basic skills classes positively relates to small group instruction and to taking turns reading aloud (Stallings, 1978). Low ability students achieve more in homogenously grouped classes in which instruction is slow, but fast enough to maintain interest (Stallings, Needels, and Stayrook, 1979).

Indicator c. solicits student participation

Effective teachers provide for active participation by students (Anderson, Evertson, and Brophy, 1979; Brophy and Evertson, 1974; Emmer, Evertson, and Anderson, 1980; Evertson, Emmer, and Brophy, 1978; Good and Grouws, 1977;

Stallings and Kaskowitz, 1974). Effective teachers often conduct controlled group practice over new material (Anderson, Evertson, and Brophy, 1979; Brophy and Evertson, 1974; Good and Grouws, 1979; Stallings, Needels, and Stayrook, 1979; Rosenshine, 1983). A large number of teacher questions correlate with student achievement gains (Rosenhine, 1983). Student independent practice correlates with increased student achievement (Rosenhine, 1983). Student participation correlates significantly with student achievement (Ellett, Capie, Johnson, 1981; Capie, Tobin, and Bowell, 1980; Capie, Ellett and Johnson, 1980).

Indicator d. extends students' responses/contributions

Teacher use of student ideas increases the probability of student achievement (Rosenhine, 1971; Rowe, 1974; Tobin and Capie, 1982).

Indicator e. provides ample time for students to respond to teacher questions/solicitations and to consider content as it is presented

Increased wait time affects positively student achievement (Anderson, Evertson, and Brophy, 1979; Tobin and Capie, 1982) and increases the probability of student participation (Rowe, 1974; Tobin and Capie, 1982).

Indicator f. implements instruction at an appropriate level of difficulty

Opportunities for success positively affect student engagement (Emmer, 1982; Sanford and Evertson, 1980). Effective teachers ask questions that students can answer with a "high degree of success;" they vary the cognitive level of questions according to the ability level of students (Brophy and Evertson, 1974; Evertson, Emmer, and Brophy, 1980). Materials which are appropriate for students affect on-task behaviors and student achievement gains (Stallings, 1976; McDonald, 1976; Okey, Capie, Ellett and Johnson, 1978; Capie, Tobin, and Bowell, 1980).

Criterion 2 Evaluates and provides feedback on student progress during instruction

Indicator a. communicates learning expectation

Effective teachers communicate the objective of the lesson (Emmer, Evertson and Anderson, 1980).

Indicator b. monitors student performances as they engage in learning activities

Effective teachers monitor student responses to assure that the student performs successfully (Anderson, Evertson, and Brophy, 1979; Brophy and Evertson, 1974; Good and Grouws, 1979; Stallings, Needels, and Stayrook, 1979). The effective teacher monitors the class and physically moves through the room during seatwork (Good and Grouws, 1979).

Indicator c. solicits responses or demonstrations from specific students for assessment purposes.

Effective teachers often conduct controlled group practice over new material (Anderson, Evertson, and Brophy, 1979; Brophy and Evertson, 1974; Good and Grouws, 1979; Stallings, Needels, and Stayrook, 1979; Rosenshine, 1983). A pattern of ordered turns with random selection of non-volunteers is preferable to choral response and callouts by students (Anderson, Evertson, and Brophy, 1979). Student responses are monitored by the effective teacher in order to ascertain whether students are performing successfully (Stallings and Kaskowitz, 1974; Rosenshine, 1983). Effective teachers hold students accountable for reasonable standards of work (Emmer, Evertson, and Anderson, 1980). Homework is often orally checked during instruction and quizzes are conducted frequently by the effective teacher (Stallings, Needels, and Stayrook, 1979).

Indicator e. provides corrective feedback, or none needed

The provision of feedback and opportunities for correction are essential steps in instruction (Block and Burns, 1976; Bloom, 1976; Rosenshine, 1983). To be effective, feedback must be specific and contingent (Anderson and Evertson, 1978; Dunkin and Biddle, 1974; Page, 1958). During student practice, effective teachers provide feedback on student performance (Rosenhine, 1983). Positive and negative feedback are positively related to achievement in elementary grades; negative feedback is negatively related to student achievement in secondary basic skills classes (Stallings, 1978). The effective teacher provides supportive corrective feedback to incorrect student responses (Anderson, Evertson, and Brophy, 1979; Stallings and Kaskowitz, 1974; Stallings, 1978; Stallings, Needels, and Stayrook, 1979; Rosenshine, 1983). Process feedback which shows the student how to achieve the correct answer is effective (Good and Grouws, 1977). Effective special education teachers prompt rather than give answers (Englert, 1984). Weekly and monthly reviews are conducted by the effective teacher (Rosenhine, 1983).

Indicator f. reteaches, or none needed

Effective teachers review and reteach as necessary (Rosenhine, 1983).

Domain II	Classroom Management and Organization
Criterion 3	Organizes materials and students
	The effective teacher is well organized (Stallings, Needels, and Stayrook, 1979; Wildman and Borko, 1983).
Indicator a.	secures student attention, or students are attending
	Effective teachers secure student attention before proceeding with the lesson (Brophy and Evertson, 1974).
Indicator b.	uses administrative procedures and routines which facilitate instruction
	As teacher organization of instruction increases, student engagement increases (Anderson, Evertson and Emmer, 1979). The use of routines allows for more time for instruction (Sanford and Evertson, 1980). Teacher use of routines correlates with student achievement gains (Capie, Tobin, and Howell, 1980; Doyle, 1985). The effective teacher establishes, teaches, posts, and reteaches (as needed) classroom routines and procedures (Emmer, Evertson, and Anderson, 1980). Structure of activity and cues are used by the effective teacher to maintain pacing and student engagement (Evertson and Emmer, 1982).
Indicator c.	gives clear administrative directions for classroom procedures or routines, or none needed
	The structure of transitions is facilitated by clear teacher directions to students on how to close the first activity, make changes, and begin the second activity (Gump, 1982). Such structure allows time for teacher corrective feedback during transitions and routine tasks (Gump, 1982).
Indicator d.	maintains seating arrangements/grouping appropriate for the activity and the environment

Effective teachers arrange and change the environment as needed to facilitate instruction (Anderson, Evertson, and Emmer, 1979). Planned seating is more effective than random seating (Morine-Dershimer, 1977). Transitions are facilitated by well-arranged classrooms which allow student movement and acquisition of materials with little disruption; this arrangement facilitates the visibility of blackboards and other instructional areas to students and the visibility of students to the teacher (Emmer, Evertson, and Anderson, 1980).

Criterion 4 Maximizes amount of time available for instruction

The efficient use of instructional time correlates positively with student engagement and achievement (Wildman and Borko, 1983; Curry, 1984; Gettinger, 1984; Doyle, 1985).

Indicator a. begins promptly/avoids wasting time at the end of the instructional period

The time allocated to instruction is significantly related to student achievement; effective teachers begin promptly and provide smooth and quick transitions between activities (Evertson, Anderson, and Brophy, 1978; McDonald and Elias, 1976). Less effective teachers allow delay of initial class activities (Emmer, 1982).

Indicator b. implements appropriate sequence of activities

Effective teachers structure learning (Rosenshine, 1983).

Indicator c. maintains appropriate pace

Effective teachers move along at a "brisk pace" in introducing new content (Anderson, Evertson, and Brophy, 1979; Brophy and Evertson, 1974; Emmer, Evertson, and Anderson, 1980; Evertson, Emmer, and Brophy, 1978; Good

and Grouws, 1977, Stallings and Kaskowitz, 1974). Pacing affects student engagement (Emmer, 1982; Sanford, Evertson, 1980; Kounin, 1970). Increased wait time for student response affects positively student achievement (Anderson, Evertson, and Brophy, 1979; Tobin and Capie, 1982) and increases the probability of student participation (Tobin and Capie, 1982; Rowe, 1974). Effective teachers do not usually make long seatwork or reading assignments (Stallings, Needels, and Stayrook, 1979). Brisk movement through the curriculum and instructional activities benefits high ability students (Brophy and Evertson, 1974). Effective special education teachers tend to maintain a brisk pace in instruction (Englert, 1984). Effective teachers maintain an appropriate pace and smoothness of instruction (Evertson and Emmer, 1982).

Indicator d. maintains focus

Effective teachers maintain a group focus (Evertson and Emmer, 1982).

Indicator e. keeps students engaged

Students are held accountable by the effective teacher for their use of time during seatwork (Good and Grouws, 1979; 1981). Teacher expectation of student attention, cooperation, concentration, and persistence in working toward the completion of assignments correlates positively with student achievement gains (Brophy and Evertson, 1978; Emmer, Evertson, and Anderson, 1980; Evertson, Anderson, and Brophy, 1980; Evertson, Emmer, and Brophy, 1980; Good and Grouws, 1977, 1979; Stallings and Kaskowitz, 1974; Stallings, Needels, and Stayrook, 1979; Evertson and Emmer, 1982). The level of student participation is affected by the student's location in the classroom: front and center students participate more than students in the back and corners of the classroom (Gordon, 1983). Teacher efforts to maintain

and reinforce student involvement and to identify and help individual students who do not understand directions for activities correlate positively with student engagement (Doyle, 1985).

Criterion 5 **Manages student behavior**

Teacher feedback regarding behavior correlates positively with student engagement (Doyle, 1985). Effective teachers monitor student behavior (Wildman and Borko, 1983).

Indicator a. specifies expectations for class behavior, or none needed

Setting definite behavior limits and clear standards for student behavior decreases the probability of disruptive behavior in low socioeconomic status junior high classrooms (Sanford and Evertson, 1980). Effective classroom managers devote time to explaining rules and they post rules for student behavior (Emmer, Evertson, and Anderson, 1980; Sanford and Evertson, 1980; Evertson and Emmer, 1982). More effective classroom managers use inappropriate student behavior as an opportunity to teach students what is appropriate and what is inappropriate (Anderson, Evertson, Emmer, et al., 1979). Effective managers specify and give reasons for consequences when stating rules for student behavior (Emmer, 1982).

Indicator b. uses techniques to prevent off-task behavior, or none needed

Effective classroom managers generally anticipate critical problems and organize the classroom and instruction to eliminate conditions conducive to their occurrence (Kounin, 1970; Emmer, 1982; Wildman and Borko, 1983; Doyle, 1985). Less effective teachers allow delay of initial class activities. (Emmer, 1982). A brisk pace in discussion and questioning is maintained by the effective teacher (Evertson, Anderson,

and Brophy, 1978; Good and Grouws, 1979). Prolonged involvement with individual students is avoided by the effective teacher (Stallings, Needels, and Stayrook, 1979). Students tend to stay on task when they are aware that they are monitored; effective teachers monitor for appropriate student behavior (Goss and Ingersoll, 1981; Anderson, Evertson, and Brophy, 1979; Brophy and Evertson, 1974; Emmer, Evertson, and Anderson, 1980; Evertson, Emmer, and Brophy, 1980; Good and Grouws, 1979; Stallings, Needels, and Stayrook, 1979). Effective teachers prevent off-task behavior by maintaining the active involvement of students (Brophy and Evertson, 1974; Evertson, Anderson, and Brophy, 1978; Good and Grouws, 1977, 1979; Stallings, Needels, and Stayrook, 1979). Effective teachers limit the amount of time allotted to seatwork (Evertson, Anderson, and Brophy, 1978) and hold students accountable for the completion of tasks (Emmer, Evertson, and Anderson, 1980; Evertson, Anderson, and Brophy, 1980; Good and Grouws, 1979). Long periods of seatwork with short lectures or discussions result in more behavior problems in low ability students (Evertson, 1980). The level of student participation is affected by the student's location in the classroom: front and center students participate more than students in the back and corners of the classroom (Gordon, 1983).

Indicator c. uses techniques to redirect off-task behavior, or none needed

Less effective teachers tolerate more out-of-seat students while more effective teachers require students to remain in their seats during instruction (Emmer, 1982). Less effective teachers allow delay of initial class activities (Emmer, 1982). The effective teacher is quick to respond and stop off-task behaviors (Emmer, Evertson, and Anderson, 1980; Evertson, Emmer, and Brophy, 1980; Stallings, 1978; Evertson and Emmer, 1982; Wildman and Borko, 1983; Doyle, 1985). Excessive behavior correction may result in increased

off-task behavior (Gump, 1982). Ineffective managers use threats and lengthy corrective responses to inappropriate student behaviors and seldom give the rationale for appropriate behaviors (Hinely and Ponder, 1981). Effective teachers cite the specific offender and the rule which has been broken (Emmer, Evertson, and Anderson, 1980).

Indicator d. uses techniques to stop inappropriate behavior, or none needed

Effective teachers do not allow "callouts" during instruction (Emmer, 1982). A variety of verbal and nonverbal signals are used by teachers to stop inappropriate behavior (Emmer, 1982; Doyle, 1985). The effective teacher is quick to respond and stop inappropriate behaviors (Emmer, Evertson, and Anderson, 1980; Evertson, Emmer, and Brophy, 1980; Stallings, 1978; Evertson and Emmer, 1982; Wildman and Borko, 1983; Doyle, 1985). Effective teachers cite the specific offender and describe the desired procedure (Emmer, Evertson, and Anderson, 1980).

Indicator e. uses techniques to stop disruptive behavior, or none needed

Teacher management of disruptive student behaviors correlates with increased student achievement and with student engagement (Doyle, 1985). Effective teachers do not allow social talk, excessive noise, or interruptions during teacher-directed instruction (Emmer, 1982). A variety of verbal and nonverbal signals are used by teachers to stop disruptive behavior (Emmer, 1982). The effective teacher is quick to respond and stop disruptive behaviors (Emmer, Evertson, and Anderson, 1980; Evertson, Emmer, and Brophy, 1980; Stallings, 1978; Evertson and Emmer, 1982; Wildman and Borko, 1983) and to cite the specific offender and note the specific disruption (Emmer, Evertson, and Anderson, 1980).

Indicator f. applies rules consistently and fairly

Consistency of teacher reaction to inappropriate student behavior is a key factor in effective classroom management (Sanford and Evertson, 1980; Evertson, Emmer, and Brophy, 1980; Emmer, 1982). The effective teacher monitors student compliance and follows through with appropriate consequences (Evertson and Emmer, 1982).

Indicator g. reinforces appropriate behavior when appropriate

Teachers who perceive that inappropriate behaviors are intentional are more restrictive; teachers who do not recognize any intentionality in inappropriate behaviors are supportive in interactions with students (Rohrkemper and Brophy, 1980). Less effective teachers seldom provide clear feedback as to whether teacher expectations have been met (Anderson, Evertson, and Emmer et al., 1979). Praise regarding correct behavior is given by effective classroom managers (Emmer, 1982).

Domain III Presentation of Subject Matter

Criterion 6 Teaches for cognitive, affective, and/or psychomotor learning and transfer

Theoretical descriptions of the levels of cognition (Bloom, et al., 1956) provide a basis for examining teacher manipulation of content in the teaching process. Instructional design theorists have also examined teacher presentation of content (Gagne and Briggs, 1979). However, this topic has not been directly investigated by classroom researchers.

Indicator a. begins instruction/activity with an appropriate introduction

Advance organizers affect positively student achievement (Ausubel, 1963; Luiten, Ames, and Ackerman, 1980). Proactive expression and repetition are effective teaching strategies (Petri, 1963). Structuring strategies, such as a review, affect student achievement (Wright and Nuthall, 1970; Good and Grouws, 1979; Medley, 1977; Kozma, 1982; Rosenshine, 1983). Effective teachers explain the objective of the lesson (Emmer, Evertson, and Anderson, 1980).

Indicator b. presents information in an appropriate sequence

Effective teachers structure learning (Rosenhine, 1983).

Indicator c. relates lesson content to prior or future learning

Effective teachers review the content of previous lessons which is needed for the upcoming presentation (Good and Grouws, 1979; Rosenshine, 1983).

Indicator e. provides for elaboration of critical attributes of concepts, psychomotor skills, and/or attitudes and interests

Effective teachers provide many examples (Rosenhine, 1983). Examples and non-examples are more effective than

examples alone (Feldman, 1980). The quality of examples is more important than the number of examples in effective instruction (Freyer, 1970). Effective teachers present materials in small steps especially when teaching low-ability students (Brophy and Evertson, 1974; Rosenshine, 1983). Effective teachers show students how to do the task (Hines, Cruickshank, and Kennedy, 1985).

Criterion 7 Presents information accurately and clearly

Indicator c. explains content and/or lesson tasks clearly

Effective teachers present new content and/or skills (Rosenhine, 1983). The clarity of teacher explanation affects student achievement (Good and Grouws, 1977; Smith and Cotton, 1980; Rosenshine, 1971). Teacher communication attributes, such as vagueness, imprecision, false starts, qualifiers, and mazes, result in low achievement gains (Smith and Edmonds, 1978; Land and Smith, 1979; Smith and Cotton, 1980). Effective teachers are clear in the presentation of content (Brophy and Evertson, 1974; Emmer, Evertson, and Anderson, 1980; Evertson, Emmer, and Brophy, 1978; Good and Grouws, 1977; Good and Grouws, 1979). Effective teachers present material in small steps especially when teaching low ability students (Brophy and Evertson, 1974; Rosenshine, 1983). Student achievement gains correlate with detail and redundancy in teacher explanation (Rosenhine, 1983). Teacher clarity is achieved through the use of relevant examples, repetition for students who do not understand, step-by-step explanation, appropriate response to student questions, demonstrations of how to do work, student practice, allowance of time for student thinking after explanation, statement of expectations and objectives, and logical presentation (Hines, Cruickshank, and Kennedy, 1985).

Indicator d. stresses important points and dimensions of content

Student achievement gains correlate positively with detail and redundancy in teacher explanation (Rosenhine, 1983).

Domain IV Learning Environment

Work-, task-, or academically-oriented classrooms positively relate to student achievement gains (Brophy and Evertson, 1978; Emmer, Evertson, and Anderson, 1980; Evertson, Anderson, and Brophy, 1980; Evertson, Emmer, and Brophy, 1980; Good and Grouws, 1977, 1979; Stallings and Kaskowitz, 1974; Stallings, Needels, and Stayrook, 1979).

Criterion 9 Uses strategies to motivate students for learning

Indicator a. relates content to student interests/experiences

Materials which are pertinent to the student affect student achievement gains and on-task behaviors (Stallings, 1976; McDonald, 1976; Okey, Capie, Ellett, and Johnson, 1978; Capie, Tobin, and Howell, 1980). Teacher attention to an increase in student interest and curiosity affects group management (Kounin, 1970). The effective teacher attends to relating the content to the interests of students when organizing instruction (Emmer, Evertson, and Anderson, 1980).

Indicator b. emphasizes the value/importance of the activity or content

Effective teachers give a rationale for the lesson (Anderson, Evertson, and Brophy, 1979; Emmer, Evertson, Anderson, 1980; Good and Grouws, 1979). Teacher attention to the value of learning and learning activities affects group motivation and management (Kounin, 1970).

Indicator d. challenges students

Teacher attention to the intellectual challenge of learning and learning activities affects group motivation and management (Kounin, 1970). Teacher expectation of student attention, cooperation, concentration, and persistence in working toward the completion of assignments correlates positively with student achievement gains (Brophy and

Evertson, 1978; Emmer, Evertson, and Anderson, 1980; Evertson, Anderson, and Brophy, 1980; Evertson, Emmer, and Brophy, 1980; Good and Grouws, 1977, 1979; Stallings and Kaskowitz, 1974; Stallings, Needels, and Stayrook, 1979). Effective teachers ask questions which provide high rates of success (70% for high-ability students and 80% for low-ability students) and yet, are challenging (Brophy and Evertson, 1974). Effective special education teachers prompt rather than give answers (Englert, 1984).

Criterion 10 Maintains supportive environment

A warm, supportive environment is positively related to student achievement (Brophy and Evertson, 1974; Emmer, Evertson, and Anderson, 1980; Evertson, Anderson, and Brophy, 1980; Good and Grouws, 1979; Stallings, Needels, and Stayrook, 1979).

Indicator a. avoids sarcasm and negative criticism

Negative affective teacher behaviors can discourage learning (Rosenshine, 1980; Soar and Soar, 1979; Borich, Kask, and Kemp, 1979; Dunkin and Biddle, 1974). Negative feedback should not include personal criticism (Brophy, 1981). Negative feedback is negatively related to student achievement in secondary basic skills classes (Stallings, 1978).

Indicator b. established climate of courtesy and respect

Effective teachers respect students contributions to the class (Evertson, Anderson, and Brophy, 1980). Some autonomy is positively related to the achievement of high-ability students (Brophy and Evertson, 1974).

Indicator c. encourages slow and reluctant students

Opportunities for success positively affect student engagement (Emmer, 1982; Sanford and Evertson, 1980).

Effective teachers ask questions that students can answer with a "high degree of success;" they vary the cognitive level of the question according to the ability level of the students (Brophy and Evertson, 1974; Emmer, Evertson, and Anderson, 1980; Evertson, Emmer, and Brophy, 1980). Negative feedback is negatively related to student achievement in secondary basic skills classes (Stallings, 1978). The effective teacher provides supportive feedback to incorrect responses by students (Anderson, Evertson, and Brophy, 1979; Stallings and Kaskowitz, 1974; Stallings, 1978; Stallings, Needels, and Stayrook, 1979). Teacher attention to student understanding of content and teacher directions before beginning seatwork increases the probability of student success in the seatwork (Brophy and Evertson, 1974; Good and Grouws, 1979). Low socioeconomic status students respond better to more individualized contacts with the teacher (Brophy and Evertson, 1974; Evertson, Anderson, and Brophy, 1980). Effective special education teachers prompt rather than give answers (Englert, 1984). Teacher efforts to reinforce and encourage student efforts and involvement correlate positively with student achievement (Doyle, 1985).

Indicator d. provides praise for specific performance

Timing and specificity of performance are crucial factors in teacher praise (Brophy, 1981). Feedback may take the form of praise when deserved for academic performance (Evertson, Anderson, and Brophy, 1978).

Indicator e. establishes and maintains positive rapport with students

Effective classroom managers are congenial and pleasant (Anderson, Evertson, and Emmer, et al., 1979). A warm, positive environment affects student achievement (Berliner, 1979; Medley, 1979). Positive relationships exist between positive interactions between the teacher and students and student achievement; negative relationships exist between negative interactions and student achievement (Stallings, 1978).

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